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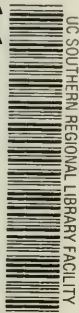
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COURSE OF STUDY FOR
THE HIGH SCHOOLS OF
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STATE MANUAL
OF THE
COURSE OF STUDY
FOR THE
HIGH SCHOOLS OF OREGON

Issued by the
STATE EDUCATIONAL DEPARTMENT

J. A. CHURCHILL
Superintendent of Public Instruction

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list

COURSE OF STUDY FOR HIGH SCHOOLS

	PAGE
English	10
Mathematics	79
Algebra	79
Geometry	80
Higher arithmetic	80
Science	81
General science	82
Physiology	85
Botany	86
Biology	87
Physics	88
Chemistry	90
Foreign languages	93
Latin	93
French	95
Spanish	98
Social sciences	100
History	100
Ancient	101
Medieval and modern	103
American	105
Civics	108
Social problems	112
Elementary economics	112
Commerce	
Bookkeeping	114
*Shorthand	
*Typewriting	
Industrial arts	115
Home economics	118
Household science	122
Household art	134
*Vocational (Smith-Hughes) home economics	
*Trades and Industries, vocational (Smith-Hughes)	
*Agriculture, vocational (Smith-Hughes)	
*Teachers' training	
*Music	
Adopted texts	

* These courses are published in separate pamphlets and may be obtained from the county superintendent or from the superintendent of public instruction.

TO THE TEACHERS

a. In the preparation of the high school courses, consideration has been given for the different aptitudes of pupils and for the different preparations which a high school must give to fit all of its pupils for larger spheres of usefulness.

b. Much freedom in the choice of electives should be given with the hope that a pupil will not be forced to take a subject in which he is not interested and for which he has no aptitude; but he should not be permitted to select subjects here and there, purely for the purpose of securing credits for graduation. Competent high school teachers will wisely direct his work, and through the cooperation of the parents, the pupil and his teachers, he will pursue a course that will give him not only a symmetrical mental development, but will prepare him for some particular work, when he has completed his high school course. A pupil may change his course whenever the high school principal grants the permission, upon the written request of the pupil's parent or guardian.

c. A pupil who elects the English and mathematics course will take English and algebra the first year and elect two more studies from all of the others in the first year of the various courses. Should he elect the course in English and languages, he will take English and Latin, and any two of the studies of the other courses given in the first year.

d. Fifteen full credits are required for the completion of a course. Pupils should, however, if possible, complete the full course of four subjects each year, thereby earning sixteen credits.

e. While the courses are planned for four years' work, a pupil with good preparation for the work, and strong, both mentally and physically, may complete a course in three years by taking five subjects, the maximum number each year. No standard high school will permit a pupil to carry more than five subjects, and the teacher should permit none to undertake five, unless the pupil be one of more than average ability. In the best high schools of the state, not more than five per cent of the pupils complete a standard four-year course in three years.

f. A pupil may earn but three credits in the English and industrial course, when majoring in any other than that course.

g. A pupil may earn from one to four credits for graduation, in either vocal or instrumental music, where the instruction is given by a teacher not connected with the school; provided, that the teacher holds a certificate granted by the superintendent of public instruction upon the recommendation of a committee of music teachers appointed by him, authorizing a high school principal to give credit to her pupils for music outside of school; provided, that the teacher has certified to the principal of the high school on blanks prepared by the Department of Education the names of the pupils enrolled in her classes for credit in the high school for music taken outside the school; provided, that the teacher must make affidavit on forms furnished by the Department of Education that each pupil has spent at least eighty minutes in practice or instruction each day and has made the progress in music required under the course of study for this work as prepared by the committee on recommendation for music teachers.

h. All subjects requiring no preparation on the part of the pupil, before coming to the class, such as stenography, typewriting, etc., shall be given two of the regular recitation periods.

i. A high school should offer such subjects only as its facilities and teaching force will admit. For a high school of less than sixteen pupils in attendance, when but one teacher is employed, no electives should be offered. In a high school having less than thirty pupils in attendance, where but two teachers are employed, very few electives should be offered. For all such schools, see the suggested course for small high schools on page 8.

j. On entering high school, pupils should be given full information as to the entrance requirements of colleges and universities, that those who desire to enter college after their high school graduation may shape their high school course accordingly.

k. During the past year this department continued the standardization of the high schools of the state. The response with which our requirements for standardization have been met by school boards has been most gratifying. Thousands of dollars' worth of apparatus has been purchased, and thousands of reference books have been placed in the libraries of the rural and village high schools. It becomes the duty of every high school teacher to show her appreciation, by so using the added equipment, that every pupil will receive the fullest benefit from it.

l. Each pupil is required to study English throughout his high school course. Should he remain in the high school four years he will be required to study English each year, and should he pass each year in English he will have four units of the required fifteen in English. No pupil will be graduated who has less than three units of the required fifteen in English, nor may any pupil be graduated who has not earned one credit in American history and one credit in civics.

SUGGESTED COURSE FOR SMALL HIGH SCHOOLS

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
English	English	English	English
Algebra	Algebra and Geometry	Geometry	Higher Arithmetic
General Science	Physiology and Botany	Social Problems and Elementary Economics	Bookkeeping
Ancient History	Medieval History	Civics	American History

The suggested course for small high schools is such a one as may be offered by a standard high school having an average daily attendance of less than sixteen pupils. In such a school, one teacher may do all the work, being permitted, however, to teach not more than ten classes each day. The following plan for grouping and alternating is suggested:

The four years of English may be offered through three classes, by combining and alternating the third and fourth years.

The four years of mathematics through two classes in algebra and one in geometry or higher arithmetic the first half of the year, and

through one class in algebra and two in geometry or one in geometry and one in higher arithmetic the second half of the year.

The two years of science may alternate, as may social science and elementary economics with bookkeeping.

The four years of history may be offered through one class in history each year. The first year, all pupils may take American history, the second year, civics, the third year, Medieval history, and the fourth year, Ancient history. There is little articulation in the subject of history, and the chief objection to the plan is that the minds of first-year pupils are not so mature as those of the fourth year, and that they can not, therefore, make the same kind of preparation for the recitation. A large gain, however, comes in such schools by offering a maximum number of subjects through a minimum number of classes. For small high schools, with two teachers, a modification of this plan is recommended, wherever it is necessary to reduce the number of classes to the teacher, to the maximum of eight.

OUTLINE OF COURSES OF STUDY FOR

MAJORS	FIRST YEAR		SECOND YEAR	
English and Mathematics	English Algebra	English Algebra	English Algebra	English Geometry
English and Languages	English Latin Spanish or French	English Latin Spanish or French	English Latin Spanish or French	English Latin Spanish or French
English and History	English Ancient History	English Ancient History	English Medieval and Modern History	English Medieval and Modern History
English and Science	English General Science	English General Science	English Physiology or Biology	English Botany or Biology
English and Industry	English and one of the following : Sewing, Cooking, Agriculture, Shop Work, Mechanical Drawing, Freehand Drawing, Typewriting, Shorthand Music	English and one of the following : Sewing, Cooking, Agriculture, Shop Work, Mechanical Drawing, Freehand Drawing, Typewriting, Shorthand, Music	English and one of the following : Sewing, Cooking, Agriculture, Shop Work, Mechanical Drawing, Typewriting, Shorthand, Music	English and one of the following : Sewing, Cooking, Agriculture, Shop Work, Mechanical Drawing, Freehand Drawing, Typewriting, Shorthand, Music

THE HIGH SCHOOLS OF OREGON

THIRD YEAR		FOURTH YEAR	
English Geometry	English Geometry	English Higher Algebra or Higher Arithmetic	English Higher Algebra or Higher Arithmetic
English Latin Spanish or French	English Latin Spanish or French	English Latin Spanish or French	English Latin Spanish or French
English Civics	English Civics	English American History	English American History
English Physics	English Physics	English Chemistry	English Chemistry
English and one of the following : Sewing, Cooking, Agriculture, Shop Work, Mechanical Drawing, Freehand Drawing, Typewriting, Shorthand, Bookkeeping, Music	English and one of the following : Sewing, Cooking, Agriculture, Shop Work, Mechanical Drawing, Freehand Drawing, Typewriting, Shorthand, Bookkeeping, Music	English and one of the following : Social Problems, Sewing, Cooking, Agriculture, Shop Work, Mechanical Drawing, Freehand Drawing, Elementary Teachers' Training Course, Typewriting, Shorthand, Bookkeeping, Teachers' Training, Music	English and one of the following : Elementary Economics, Sewing, Cooking, Agriculture, Shop Work, Mechanical Drawing, Freehand Drawing, Elementary Teachers' Training Course, Typewriting, Shorthand, Bookkeeping, Teachers' Training, Music

COURSE OF STUDY IN ENGLISH

INTRODUCTION

PURPOSE OF THE 1922 REVISION

This course of study in English is a revision of the course compiled in 1919. Its primary purpose is to simplify the essential requirements in English, and to give adequate attention to grammar as a fundamental tool in making and understanding sentences. Thorough tests in Oregon have shown that high school graduates as a rule know very little of systematic grammar. They are weak in composition because of their ignorance of grammar. This condition is not peculiar to Oregon. It has been demonstrated throughout the middle west, where decisive steps are being taken to correct it. Grammar, in short, is being generally restored to the English course as an essential factor in composition.

In compiling the course in English, the committee has been greatly helped and stimulated by the replies of teachers to the questionnaire sent out last spring through the office of State Superintendent Churchill. These replies have been carefully read, and all constructive suggestions studied. They have had a decided effect upon the course. It should be noted, however, in this connection, that the selection of textbooks is not within the sphere of this committee. By state law the Oregon textbook commission selects the textbooks for the public schools of Oregon for a period of six years. The textbooks now in use were selected in 1919. While the members of the committee on revision of the high school course in English had nothing to do with the selection of these textbooks, they have used them in class and regard them as generally satisfactory. Among the numerous objections offered by teachers to the English textbooks, moreover, no four of them agreed, and no particular textbook suggested as a substitute for any of those now in use was named more than once. The deduction is plain; namely, that no prescribed or suggested textbooks or course of study can be expected to meet the preferences of all.

That a state course of study is valuable, however, as a basis of comparison between schools and an aid to standardization, is indisputable. From the standpoint of citizenship, it affords a constructive basis for solidarity. As a guide to the less experienced teacher, and a convenient reference for the more accomplished instructor, it also has its merits. Primarily its function is to indicate to state high schools what the state department of education expects the students of these high schools to be taught.

AIMS AND POINT OF VIEW

Quotations from the Report of the Committee on Reorganization of English in Secondary Schools—(Bulletin No. 2, 1917, U. S. Bureau of Education):

“THE AIMS OF THE ENGLISH COURSE (abstract):

“In general, the immediate aim of high school English is two-fold:

“(a) To give the pupils command of the art of communication in speech and writing.

“(b) To teach them to read thoughtfully, and with appreciation, to form in them a taste for good reading, and to teach them how to find books that are worth while.

"These two aims are fundamental; they must be kept in mind in planning the whole course and applied in the teaching of every year.

(For expansion and explanation of this statement of aims, see pages 30-32, Bulletin No. 2, 1917, U. S. Bureau of Education.)

"The aim of the high school course in grammar and composition is to develop the power of the pupil to express the ideas that come to him from the whole range of his experience.

"The aim of the high school course in literature is to develop in the pupil (1) a liking for good reading and (2) the power to understand and appreciate it.

"THE POINT OF VIEW:

"The college preparatory function of the high school is a minor one. Most of the graduates of the high school go, not into a higher institution, but into 'life.' Hence the course in English should be organized with reference to basic personal and social needs rather than with reference to college entrance requirements. The school, moreover, will best prepare for either 'life' or college by making its own life real and complete.

"The chief problem of articulation is not how to connect the high school and the college but how to connect the high school with the elementary school.

"The enormous increase of attendance on the high school has produced a situation requiring new treatment. The tendency is to make the high school truly democratic; that is, a school for the children of all the people. *Consequently a varying social background must be assumed and a considerable range of subject matter provided.*

"This is not incompatible with the desire to preserve a reasonable uniformity of aims and a body of common culture. Skill in thinking, high ideals, right habits of conduct, healthy interests and sensitiveness to the beautiful are attainments to be coveted for all. Much of the writing of both the present and the past is, moreover, so universal in its human appeal as to awaken a sympathetic response in all men everywhere. The essential thing is to make sure that each pupil is permitted to enjoy and profit by the typical experiences that the English course is peculiarly fitted to provide."

GENERAL DIRECTIONS AND SUGGESTIONS TO TEACHERS

I. ORGANIZATION OF COURSES. There are eight terms of one-half year each. When necessary, small classes may be combined so that English 5 and 6 and English 7 and 8 may be given in the same grade.

II. ORGANIZATION OF WORK. The English course is essentially one in grammar and composition. If the teacher can not do both composition and literature he must omit the latter. The classics for reading are to be utilized according to the interest of the teacher and the exigencies of the class work. The relative proportion of composition and classics varies with the term.

A. English 1 and 2. Grammar, composition, spelling, punctuation, four-fifths of the time; classics, one-fifth. There should be a weekly theme, paragraph, or narrative.

B. English 3 and 4. Grammar, composition, three-fifths of the time; classics, two-fifths. About half the writing should be single paragraphs. The rest should be compositions of several paragraphs. There may be two longer themes.

C. English 5 and 6. Grammar, composition, three-fifths of the time; literature, two-fifths. More than one-half of the writing should be connected paragraphs, chiefly exposition, showing organization.

D. English 7 and 8. Summary course in grammar, composition, two-fifths of the time; literature, three-fifths of the time.

III. SUPPLEMENTARY READING. From the "suggestions for further class reading" lists there should be chosen each term enough material to be equivalent to a novel each term. Works not on the lists are not excluded. In many cases the teacher will need to prelude the assignment by a little class work to start interest. The supplementary or "outside" reading should be under way early in the term. A good way to conduct it is to require a portion of the book to be read over week ends with a ten minutes' test on Mondays covering the reading. Definite instructions should be given as to preparation for these tests.

IV. TEXTBOOKS. See to it that students never appear in class without the books needed for the day's lesson. Nothing can demoralize a class so quickly as to have students present without books, when books are being used. The state-adopted textbooks that students are expected to have in hand for each of the eight terms are named at the head of each term in the outline by terms.

V. ASSIGNMENT. Teachers are urged to keep accurate record of their daily assignments, not only as a guide for them, but as an example to the pupils and as a source of help for students who may need to make up work. The teacher should keep for this purpose an assignment book, which in form should be a model for the students' assignment record.

Students also should be required to keep an assignment book, a small notebook being preferable for the purpose. All assignments should be very carefully and definitely made, either placed on the board or given as a drill in oral dictation. If the latter method is used, great care should be taken to see that words are spelled correctly. Sentence form, punctuation and spelling should be rigidly insisted upon and students' assignments should from time to time be inspected. Such a system will serve not only as a most practical drill in composing, but will also show the students the purpose and plan of the work.

GRAMMAR AND SENTENCE STUDY

This course provides a brief outline for a definite and systematic study of technical grammar. A knowledge of these elementary facts functions in all oral and written composition. It is essential to the understanding of correct sentence form and to the detection and correction of grammatical errors. A very thorough study of the essentials of technical grammar is required in the first year of high school and a careful review in the last term. Grammar should be taught throughout the course in connection with oral and written composition.

Owing to the departure from the study of technical grammar during recent years, students, upon entering high school, have little or no foundation for advanced work in composition. For this reason, it is deemed advisable to present the work in the order given here rather than in the order of most high school texts which are designed for students with a fairly thorough elementary training.

Since the real value of grammar lies in the relationships existing between the different words and parts of the sentence, the teaching of the diagram, which clearly shows these relationships, is required. The models here given include all of the important ordinary constructions. Further information on this method of diagramming may be found in Reed and Kellogg's grammar.

The grammatical terminology used in this course is taken from the first year text, *Sentence and Theme*, by C. H. Ward. While it is well to require uniformity and consistency in this particular, it must be remembered that the most important matter is a clear understanding of the constructions, regardless of the names by which they are called.

Spelling and punctuation must be regarded as very important phases of sentence form and should always be considered in this connection. Whenever possible, punctuation should be emphasized in connection with grammatical study. "Punctuation Leaves" for use with *Sentence and Theme* should be in the possession of each student and used for special punctuation drills.

No text will furnish all of the information and drills necessary to the complete instruction of a class. The texts adopted must be regarded merely as suggestive. Each teacher must introduce drills and exercises taken from other sources. The Pilot Book for *Sentence and Theme* will give some additional suggestions and drills. Each teacher should have a copy of the Pilot Book. Every student should have a copy of *Punctuation Leaves*.

It is suggested and strongly recommended by teachers of experience that the work in grammar and composition be segregated from the work in literature. Of course, some composition work will extend through the literature period so that the literature studied may be used as a basis for compositions. During the first year, the greater part of the time is given to the study of technical grammar and the sentence. As the students become proficient in this fundamental work, more time is given over to composition and literature. The time allotments given are merely approximate and suggestive. Slight changes may be made according to the conditions of individual classes.

The following paragraphs from the report of the committee on reorganization of English in secondary schools are pertinent to the course in grammar as embodied in this course:

"COMPOSITION IN THE 7TH, 8TH, AND 9TH GRADES:

"A sane attitude toward the teaching of grammar would seem to be to find out what parts and aspects of the subject have actual value to children in enabling them to improve their speaking, writing, and reading, to teach these parts according to modern scientific methods, and to ignore any and all portions of the conventional school grammar that fall outside these categories. In general, the grammar worth teaching is the grammar of use—function in the sentence—and the grammar to be passed over is the grammar of classification—pigeonholing by defini-

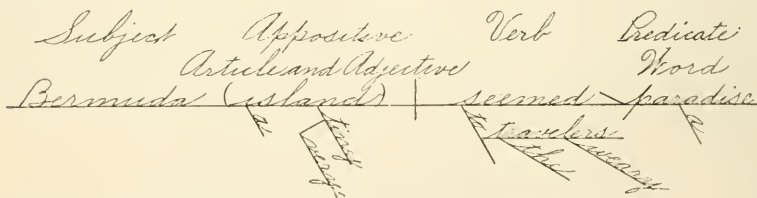
tion. The distinction is similar to the contrast of modern biology with the earlier science of families, species, etc. Language, it is well known, is learned mainly by imitation, largely unconscious, and children constantly use in their speech hundreds of expressions, many of them highly idiomatic, which only the linguistic scholar, familiar with the history of the language, can explain. Children should be set to examining only the grammatical forms and constructions the use of which they can plainly see, and they should pursue such examination with the conscious purpose of learning how to make better sentences. Any other aim is mere pedantry.

(The Oregon committee believes that, while grammar is emphasized in the first year of the state high school course, and attention is directed to it throughout the other three years, all the grammar that is outlined to be taught, either from Ward's Sentence and Theme, or from the other state-adopted texts, is of the constructive character described here.)

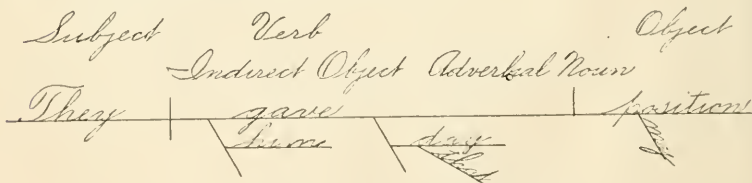
"Punctuation, so far as it obeys the rules of grammar, should be taught as a part of the study of the grammatical structure of the sentence.

"Regular work in spelling is necessary in the junior high school. Drill should be centered upon the words that investigation shows are frequently misspelled by the pupils of these years."

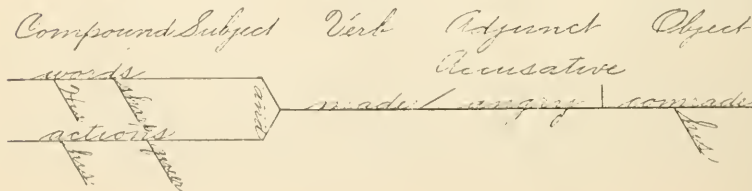
1. Bermuda, a very tiny island, seemed a paradise to the weary travelers.



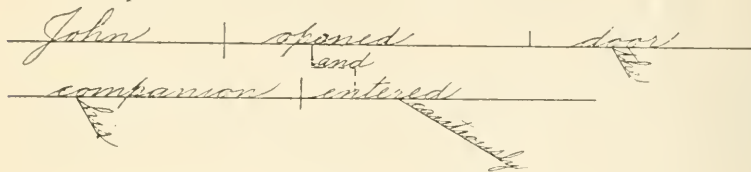
2. They gave him my position that day.



3. His sharp words and his queer actions made his comrade angry.



1. John opened the door and his companion entered cautiously.



COMPOSITION

AIM

The aim of composition training in high school is to give the student an adequate command of English in expressing individual thought and emotion, either through speech or writing.

Good composition training ought to stimulate the student to think—to manifest some positive personal reaction to the events going on around him; it ought to increase his power of organization—his ability to collect, arrange, and adapt material to some definite human purpose; and it ought to develop his regard for excellence of workmanship—obedience to the principles of style, discrimination in sentence structure, choice of words, and the mechanics of punctuation and spelling. The great achievement is to get the student to do these things habitually. When his language habits keep pace with his mental and emotional development, he is well trained in composition. The primary purpose of the composition work, then, should be to get the student so thoroughly alert that he can write and speak freely. The next, to correct his immediate faults, and to do it in such a way as to put into his grasp the means of self-help that will prove permanent tools in building sentences, paragraphs, and whole compositions.

The following statements, quoted from the Report of the Committee on Reorganization of English in Secondary Schools, published by the United States Bureau of Education, Bulletin No. 2, 1917, are heartily endorsed by the Oregon committee:

"It is a mistake to regard English as a *merely* formal subject.

"Nor is English a subject that can be finished by dint of intense application of essentials in the early years of the high school, to be relegated thereafter to the place of an optional study. While it may be freely granted that great improvement in English instruction is possible, it must, nevertheless, be affirmed that the relation of language to the expanding life is so close and intimate that to drop the systematic practice of speaking, writing, and reading at any point in the school program would be like ceasing to exercise or to take food. English is unique in its relation to mental development and to the constant enlivening and reorganization of the pupil's whole life experience on ever-higher planes, with ever-widening horizon. Only so much of technique should be taught at any one time as pupils can actually use or profit by.

"English must be regarded as social in content and social in method of acquirement. The chief function of language is communication. Hence, the activities of the English classroom must provide for actual communication. The pupil must speak or write to or for somebody, with

a consciously conceived purpose to inform, convince, inspire, or entertain. He must read with the confident expectation of being himself informed, persuaded, inspired, or entertained."

"The value of extra-classroom activities should be realized.

"Finally, the success of the English work is conditioned by certain material and personal factors, the most important of which are the number and size of classes*, the library and other equipment, and the preparation of the teacher. Composition is personal as well as social. Each individual must have opportunity for practice under sympathetic guidance and criticism. Mere learning of rules never made a speaker or writer."

"THE ORGANIZATION OF THE ENGLISH COURSE:

"English as a high school study is to be regarded primarily as an art, not as a science, and is to be learned by practice rather than by generalization.

"The activities broadly named English * * * are really only two-fold; namely, receiving impressions and giving them.

"Both giving and receiving have reference, moreover, to only two types of situations, work and leisure, production and play.

"* * * the committee has avoided, as far as possible, the fallacy of postponed returns, believing that *if the present is properly improved the future will take care of itself.*

"Critical appreciation of technique in literary composition is possible to only a small degree in the high school and should follow, rather than precede, the literature itself."

TIME ALLOTMENT

Details are given at the beginning of each term assignment in the Outline by Terms.

Composition, including grammar and sentence study, is assigned from four-fifths to two-fifths of the time devoted to English, the study of literature occupying the remainder of the time. The proportion of time devoted to sentence study, paragraph study, and theme writing will depend upon the technical proficiency of the students. Reasonable command of the sentence and paragraph is indispensable to theme writing. Get this first. Because part of the class lags in mastering the sentence and the paragraph, do not penalize the competent student by insisting that he repeat the drill that others need while he does not. Give him the opportunity to make the most of his technical resources by frequent writing and speaking.

DISTRIBUTION OF TYPES

Main types of composition work to be studied each year are as follows:

1. Narration. 2. Description. 3. Exposition. 4. Argumentation.

Clippinger's definitions and materials are recommended for use in connection with these types, chapters I to IV, inclusive, in Written and Spoken English. These four types overlap in various degrees; some of

* The Oregon Council of English at its 1921 annual meeting recommended that no teacher of English should instruct more than eighty students.

each may be incidental to every year's work. The student should understand at the start that in actual work any or all of the three may be used in connection with the other one.

Unity, coherence, and emphasis are terms which may be difficult for many students. Do not expect students to understand the terms by simply learning definitions; but by repeatedly recurring to the ideas and by simple explanations and illustrations from literature, lead them to a comprehension of the terms.

Intensive training in outline is not recommended. A student should be able, however, to determine a paragraph's central idea, and its relation to its surrounding ideas; and to keep his own work in reasonably logical order.

THE ASSIGNMENT

Throughout the four years, assignments which seem especially practical, such as letter writing, parliamentary drill, and story telling, are repeated. Punctuation and spelling, grammar and vocabulary can be studied in connection with these forms always. To the ordinary student, correct habits in commonly used forms of composition will prove a blessing. The effect is more lasting where small doses are given frequently than where a large quantity is administered. In both oral and written composition repeated drill is the only means of real achievement. Variety may be introduced according to the ability of classes and time allowed for particular phases of the work. In speaking and writing, as elsewhere, habit in doing what is right is more important than merely knowing what is right to do.

Aimless composition should never be tolerated in English training. Hence the importance of the assignment, which should be capable of concrete review or evaluation. Oral themes especially should be assigned with a demand for an outline of subject matter as well as plan.

Make assignments early enough to insure adequate preparation, but immediate enough to be a present obligation.

All assignments should be clear and definite.

In making the theme assignment it is generally best to assign a class topic under which students may make individual choices. Occasional assignments, however, should require the students to select their own topics; otherwise, they become too dependent upon the teacher. Every theme, oral or written, should have at least one very definite purpose, which may consist of a requirement in thought, or type, or paragraph or sentence structure, or mechanics. The teacher may present or suggest models; or by well-planned, leading questions, he may arouse class discussion which will illuminate the assignment and prevent difficulties in the oral or written work. The wise teacher anticipates errors, and warns and guards against them.

In making long assignments in written work, it is best not simply to say, "Have it done in three days," but to make some definite requirement for each day, for example: (1) an outline or plan or oral discussion; (2) a more detailed outline or a written copy; (3) the revised and completed work. In oral work: (1) gather material; (2) arrange material; (3) present material. If the topic does not require the collection of material, the talk may be given one day and with the help of teacher and class-criticism improved and given again.

CORRELATION

"English as a training for efficiency should be distinguished from English as a training for the wholesome enjoyment of leisure * * * The English course should be so arranged as to couple speaking and writing for practical purposes with reading of the same character, and speaking and writing for pleasure and inspiration with the study of the novelists, the playwrights, and the poets.

"Such a form of organization will make possible that cooperation of all teachers in establishing good habits of thought and of expression without which they are rarely attained." (From the Report of the Committee on Reorganization of English in Secondary Schools, published by the United States Bureau of Education, Bulletin No. 2, 1917.)

In order to accomplish the best results, composition work should be correlated with the other work of the course. Throughout the recommendations for the four years suggestions are made as to how this may be done. Correlation with school and community activities is also urged. (See Howard C. Hill's "Opportunities for Correlation Between Community Life and English," reprinted in pamphlet form from *School Review*, Vol. XXX, Nos. 1-2-3, Jan., Feb., and March, 1922; and also "Community Life and Civic Problems" by the same author, published by Ginn & Co.) Students should always be made to see the actual practical value of the training which they are having. The primary motive in planning the course has been to include material which they are most apt to have opportunity to use.

The course has been organized with a view to relating the life of the student in school to the interests and responsibilities of the community. To this end, project the inquiry of students to local institutions and industries for theme subjects, and make much of the organized community interests of the school. (See "Stories of The Day's Work.")

In the Outline by Terms suggestions are given for using selections from literature as theme models or as material for stimulating thought on parallel topics in the experience of the student, also to add to the interest in, appreciation of, and understanding of the literature. The teacher may develop and continue these suggestions if the work succeeds in arousing more vigorous and creative work on the part of the student. Avoid themes based directly on the literature. While such themes may be valuable as a study of that literature, they do not meet the requirement of the weekly theme. These themes are designed to enlist individual thought and experience. They are transcripts from the life of the student, and as such are a just example of his language habits and resources.

TOPICS FOR COMPOSITION:

Topics for themes abound within the scope of the students' dominant interests. All students are interested in their individual life careers and in the community life about them, especially their school activities in athletics, clubs, classes, and society, and even their studies. On such topics assignments may be made to the whole class. Recommendations for themes suggested by the literature studied will be found in the Outline by Terms. Material suggested by the classics studied may be read from other sources to the class. Each student, catching his cue from some of the readings, recalls the scene most vividly held in mind, and giving it a

distinctive motive recounts an original experience or fancy. Students should be encouraged in expressing their personal reactions. At the same time they should be trained to distinguish between the merely trivial or sensational and the really interesting personal experience.

Where the relationship between students and teacher makes it possible, the teacher may call for, from any class, an autobiography or a theme in which the student discusses his ambition. Students will be honest and sincere in the majority of classes if the teacher assures them that the papers will be seen by no one but himself and presents the assignment as an opportunity for the students to express their experiences or ideals. These papers frequently aid the teacher in selecting interesting material for composition, recommending books to read, and in his personal acquaintance with the students.

RELATION BETWEEN COMPOSITION AND GRAMMAR:

Persistent recurrence to usable grammar is held necessary. Repeated analyses (1) to determine the primary units of the sentence, and (2) to lead from those units to the modifying units, is essential to a conscious cultivation of the sentence sense which, in turn, is necessary before the pupil, who has not the innate sense, can consciously form the habit (1) of writing unified sentences (avoiding fragment and run-on errors); (2) of avoiding monotonous predication; (3) of gaining variety through easy choice of clause, phrase, or word for subordination; (4) of gaining flexibility and grace through the use of parallel and periodic structure. He who has not the language sense, natively, and has to gain its mastery consciously must feel and recognize quickly grammatical units. The teacher is charged to find, in the compositions, her justification for work in grammar, and so to inform the members of the class by reference to their own work. This study may mean a going to the grammar text for review of some certain unit. Only a minimum of "picking out" certain constructions from the sentence of the text is allowable. Supplying blanks, choosing the correct form from a list of several, correction of sentences taken direct from the themes, and original sentences to illustrate such or such construction are recommended, as drills for the clarifying of the principle instead of much picking out from stock sentences. The circuit should be from the themes or oral speech to the grammar and back to the themes.

SUBDIVISIONS OF COMPOSITION:

Work in grammar, sentence construction, punctuation, spelling, vocabulary, pronunciation, and enunciation is all to be made subordinate and strictly contributory to the pupil's written or oral composition. The teacher is advised to follow drill work in grammar, sentence construction, or any phase of "mechanics" with work in which the springs discovered in those tributaries feed the composition flow of the pupil. This is possible only with persistent attention to the application, many times, of the matters studied in theory and drill exercises. It is from the needs of the pupils, as found through their compositions, that the teacher has cause and justification in the eyes of the pupils to do such drilling; and she should make the return in application to subsequent themes, by way of reading of themes in class, of comments pointing out good and bad points, of laboratory work, and of marginal directions on written themes. Furthermore, merely making such suggestions once or twice will not

suffice; repeated suggestions accompanied by practice are necessary to establish habits and to acquire good expression. For these reasons, foundation work in such divisions as sentence structure, paragraphing, usage, and, indeed, all the principal mechanics should come as early as possible in the term so as to allow plenty of time for application. Anything that cannot be applied should not be given in theory or isolated drill exercises.

CORRELATION OF ORAL AND WRITTEN WORK:

Reading themes in class gives an opportunity for drill on enunciation, pronunciation, voice, posture, and enthusiasm and sincerity. Frequently give a class hour to a set of average length themes in order to have pupils read their compositions to their classmates. This gives them more direct urge to do their best than merely the teacher's reading does. The class reading may come on the day the themes are first brought in. This time has the advantage (1) of catching the pupil at the point of his greatest enthusiasm; (2) of giving the opportunity for voluntary revision to the pupils who are not called on to read theirs aloud and who see weaknesses of their own through the criticisms made on others' work; (3) of saving the teacher the time of writing all comments on the theme. But the more logical time to have themes read is after the teacher has at least read the set all through and chosen those of the most concern, positively and negatively, to the class. If she makes suggestions for revision on the theme, the pupil should follow out these directions as far as possible before he reads. This time for reading has the advantage of giving the child the opportunity to perfect his work as does the author, in the light of a friend's criticism, before he gives it out publicly. The wise teacher will vary the time of reading according to other conditions of work, time, and the nature of the given set of themes.

Criticism as to unity, coherence, or emphasis in themes can best be given on themes read in class as these are phases of criticism which the student can better understand by having that point discussed by the teacher than by merely receiving a note of criticism. This is especially true in the first years when a comprehension of the terms is not established.

TEACHER'S CRITICISMS

The teacher should not make the corrections herself, unless on a point which the pupil cannot be held to know and which the teacher hopes he will absorb. Her criticisms should be constructive, first; adverse, second. The amount of criticism on any given paper or oral theme should depend upon the nature of the errors found therein, but in any event it should be well balanced between the thought and expression. The work of the four years must needs be cumulative. Habit forming is too slow, eight semesters are too few, and the teacher's time for reading is too precious to justify any teacher in administering criticism on only one type of mechanical corrections. This does not mean that the paper or the speech is to be overloaded with criticism; but it does mean that something more than punctuation or enunciation can be handled in a term and that criticism can be and should be well balanced between thought and form.

Personal conferences with students are recommended wherever the size of the class and schedule permits. There are occasions, also, where

conferences should be held with students who have special difficulties, even though there is not time for personal work with all members of the class.

VOCABULARY

In all four years improvement in vocabulary should be considered an essential to good composition. First teach the use of the dictionary until you are satisfied that the students can use it intelligently. Work with vocabulary increase as its special aim may be assigned as follows, with any further plans which the teacher or class suggest: Themes in which the student indicates new words used; themes or sentences containing certain new words assigned, sometimes selected from the literature; defining and using in sentences words selected from the literature; getting meaning from context first, then contrasting and comparing other dictionary meanings; listing as many synonyms or antonyms as possible for given words; determining shades of difference in meaning, (for last two suggestions see Clippinger, chapter 8, sections 11-14 inclusive); making lists of descriptive words or action words and selecting from them the most appropriate for a given case; listing variety of "said" words and using variety in compositions; substituting better word in composition when called for in marginal criticism.

CREDIT FOR DEBATING

It is recommended that credit in written and oral composition be given for debating on the following basis, suggested by the Oregon High School Debating League: During each month in which a pupil is engaged seriously in preparation for debate under competent supervision, he shall be excused from fifty percent of theme work for that month.

VOLUNTARY WORK

To encourage original and individual effort offer credit for all extra work—poems, plays, stories, talks, memory work—any literary effort by the student. Not enough will come in to upset the teacher's time schedule, and that which does will be more interesting than the routine work. Perhaps few students will respond, but those who do may profit greatly.

MINIMUM ESSENTIALS

The recommended minimum essentials, found elsewhere in the Course of Study, should be used as first requirements. Do not attempt to emphasize other features until the accuracy called for in these is achieved.

WRITTEN COMPOSITION

THEME CYCLE:

The following order is suggested as a general guide in handling composition: (1) Clear presentation of the problem to be worked out; (2) any needed directions for gathering and arranging material; (3) oral discussion of the topic before the class writes; (4) the writing of the composition; (5) reading aloud before the class; (6) teacher's and classmates' criticism in class; teacher's further criticism in personal conference and on margin of theme; (7) student's revision.

PREPARATION OF MANUSCRIPTS

Use the regulation letterhead size of sheet ($8\frac{1}{2} \times 11$) for composition paper.

Place the title on the first line.

Leave one space below the title.

Leave one inch margin on the left, and indent each paragraph one-half inch from the margin line. Avoid ragged edges on the right.

Number each sheet in the upper right-hand corner.

Arrange each sheet according to number and fold with the edges to the *right*. Place title in the same position as on a book.

At top of folded manuscript write: (1) name; (2) class and period; (3) title; and (4) date. The content of this information may be varied to suit the teacher's convenience.

METHOD OF WRITING

Many of the imperfections in students' form are due not to ignorance but to mere carelessness. In view of this fact, strict care should be given to the way students prepare their written matter. Careless pencil drafts, full of misspelled words and abbreviations and absolutely devoid of punctuation, are, to a large measure, responsible for the mistakes that persist in the finished form. There is continually the excuse, "But I mean (or meant) to copy!" Such a plea should never be accepted. Students should be forced, in so far as their knowledge warrants, to do their writing accurately and correctly the first time. Insistence on the use of ink will do much to eliminate careless work. If pencil drafts are allowed, margin, paragraphing, punctuation and correct usage should be required. Supervised writing will greatly increase its effectiveness.

Occasionally pupils may be required to write themes in class, either impromptu, or after some previous preparation (in latter case without notes, however). During the class period the teacher may read other themes or assist students in their work. Supervised theme writing affords a check on originality, and has several other values.

CORRECTION OF WRITTEN COMPOSITION

Compositions should be returned to the pupils for inspection and, if deemed advisable, for rewriting as soon as possible after the writing. Suggested means of avoiding delayed returns are: By class correction, oral, of a given set read aloud; by written comments of classmates on papers exchanged; by frequent and vigorous use of oral composition in which organization and complete sentences, clear-cut, are insisted on; by cutting down written assignments, if necessary. Under supervised study students' correction may be most helpful and effective. Guard against letting errors pass as correct, doing an injustice to the student who makes the error.

SYMBOLS FOR CORRECTION OF THEMES

In composition criticism, the best results come from personal conferences; and from fully written, personally-touched questions, notes, and comments on the themes. Certainly the return of compositions should be accompanied by comments from the teacher regarding the successes

and failures in "solving problems". But, since the exigencies of time and strength make it impossible to use the fully written form of criticism always, the following symbols have been agreed upon:

sp.—spelling	v.—vague
p.—punctuation.	m.—margin
cap.—capitalization	o.—omit
l. c.—lower case (no capital)	d.—diction
U.—unity	usage
C.—coherence	sub.—subordinate
E.—emphasis	syn.—synthesize
Applied to sentences, paragraphs, or whole compositions, as indicated.	?—disputed or questioned statement
x. x.—all wrong	]—indent
g.—grammar	. . . —ommissions of necessary word
w.—wordy	x.—incorrect word division
k.—awkward	¶—form new paragraph
rep.—repetition	

LETTER WRITING

As there is almost no student who will escape the necessity of sometime writing letters, we recommend practice in that art for all four years. Not a great deal of time need be spent on it, but enough to keep in mind the possibilities of letter writing. A little work each year will produce a more permanent effect than one severe attempt to cover all the material and emphasize all the points at once. If the students in any class are found to be familiar with good form and habitually use it, all the attention may be directed to content, purpose, style.

In business letters especially emphasize form, if the students are not already habitually careful about such matters. Give less time to formal social letters than to other forms. A mere acquaintance with these will suffice.

The friendly letters should be exchanged with other schools in different parts of the country. This makes the problem practical, adds interest, and has an educational value beyond the writing drill. If possible, the letters should be sent and received in a group and read by the teacher. Cultivate taste and judgment in the pupil in regard to material and treatment.

NEWS WRITING

In English 5 news writing is recommended as a factor in this term's work. Since no adequate treatment of the principles of elementary news writing is found in available high school text books, a brief statement is given here as a guide to the work.

Unless some periodical is available for publishing the best school news written by students in news writing, it is not worth while to take up this work. The local newspaper and a school paper are the periodicals most frequently employed.

Success in publishing news written by students depends upon their honest efforts to learn what news is and how to gather and write it in exact and simple form for the press. The flippant, insincere, shallow,

opinionated and half-developed news story, too often written for amusement, will soon cause rejection of school news in the local paper and kill the school periodical that publishes it.

News interests many persons by telling them something they wish or ought to know, or by arousing some emotion. By putting self in the place of the prospective reader one may select news from the myriad school happenings with at least some degree of real success.

A. *News Materials.* Students may be trained to look for *news materials* in:

1. Student Affairs: (a) enrollment, (b) offices, (c) activities, atheletic, social, etc., (d) promotion, (e) unusual distinctions—special assignments, position in club, committee assignment, etc., (f) unusual accomplishment.
2. Faculty: (a) personnel, (b) staff positions, (c) special fitness for position when first employed, (d) public addresses, and other activities.
3. School Board: (a) meetings, (b) policy for betterment of school work, etc.
4. School building and ground.
5. Parent-teacher meetings, officers and activities.
6. Distinguished speakers and other visitors.
7. Anything unusual, if creditable to school.
8. Anything else of value to school and interest to readers.

B. *Collecting the News:*

1. Seeing the events or conditions (observation). (a) Personal observation is much the best method of reporting. (b) Train the students to see completely and note accurately all essential phases of the events or conditions. (c) Get names, initials and spelling just right—very hard to do. (d) Get facts straight and entirely free from opinions and rumors—editors will attend to the opinions and the village gossips to the rumors. (e) Identify all important persons mentioned by exact residence, position, title, if any, and be sure to get these straight. (f) In quoting oral or written material get the quoted matter right. If the exact words can not be recalled, make the quotation indirect. Usually one or two choice sayings should be quoted.
2. Interviewing others who saw them.
3. Reading reports, records, and other documents.

C. *Organizing the News Story:*

1. The lead. (a) Study carefully all news materials collected to find the most important fact noted. It will be the first thing written and is called the lead. (b) The lead will tell who or what *did*, *received*, or *was* something; what was done, etc.; when; where; and possibly why, how, with what effect, etc. (c) The most important one of these lead elements will make the "feature." Finding it, called "picking the feature," is essential to the success of the story. The news writer should be thinking over the lead and the feature while going from where he gathered to where he will write his news.

2. The body. (a) The body explains the lead by giving minor facts in the order of their importance. (b) After having selected the lead the news writer should think out the relative order of importance of the remaining facts. A note of these in order will form the outline for the story.

D. *Writing the News Story:*

1. Literary requirement. (a) *Simple style*. (Style is largely the materials—words—used to convey the meaning). Accurate, short, snappy words conduce to simple style; high-sounding words to florid style; technical words to technical style; slangy words to slangy style, etc. Avoid “bromides”—such as “took his departure” for “left.” (b) *Clear and forcible structure*. (Structure is largely how the materials are put together). *Peculiarity*. Precedence of the important is the only difference between good English and good newspaper English. Put the most important paragraph first, the most important sentence—the lead—first in the paragraph and the most important word—the feature—as near the front as possible; it must appear in the first six words. *Principles*. Together the style and structure must secure unity, coherence and emphasis. The story must not only be exactly true, but must be clear and forcible. Short words—if word is spelled two ways use the shorter—short sentences, short paragraphs, short stories, will help. (c) Capitalization and punctuation—Never use either capital letter or punctuation mark without knowing where it is required. If in doubt, don’t.

E. *Mechanical Preferences:*

Use of typewriter. Copy paper, 8½ inches wide, written on one side. First paragraph of story, 3 inches from top of page. Unmistakable paragraphing.

F. *Illustration of Narrative Composition Treated as News Story.*

Narrative composition—The Lyceum Syndicate has offered the School Board of this district a contract calling for the payment by the board of three hundred dollars for a series of six entertainments to be supplied by the syndicate within the year. The contract provides that the dates are to be selected by the manager of the syndicate, and that every pupil must buy at least two tickets for each entertainment, one of which must be presented at the door by the pupil purchasing it. The other ticket or tickets purchased must be sold and their price turned in at the door. The board was unable to persuade the agent of the syndicate to modify these provisions, and voted to reject the contract.

(Note that the thing most important to the readers—rejection of the contract—is not learned till the end of the composition. In the news story this becomes the lead.)

News story—The Lyceum Syndicate contract calling for the payment of \$300 by the School Board, for a series of six entertainments, has been turned down with a bang. It provided that the dates of entertainment be selected by the manager of the

syndicate, and that every pupil buy at least two tickets for each entertainment. One must be used by the pupil and one or more sold. The School Board was unable to get these provisions changed.

(Note that the lead gives all the vital information. The sentences following it merely explain the lead, and may be cut out without destroying unity. If crowded for room the publisher would cut off the last sentence first, then the next to the last, etc., till he reached the lead. Isn't it interesting to have a unit, then slash it in this way and still have a unit?)

High School Text—Journalism for High Schools, Charles Dillon, news editor, Topeka Capital Journal, published by Lloyd Adams & Noble, N. Y.

G. *Editorial Writing:*

A. Differentiation from news item:

1. News item—an announcement of a happening.
2. Editorial—a comment on the significance of that happening.

B. Purpose:

1. To mold public thought by persuading readers to think as editor does.
2. Often definitely aimed to direct public action.

C. Style: Serious, humorous, satirical.

D. Spirit: Fair and sincere; or prejudiced.

E. Treatment:

1. Constructive:

- a. News item (a bridge).
- b. Theme—statement of "problem."
- c. Clearing away of objections. (Connect with principles of argumentation and persuasion.)
- d. Solution.
- e. Conclusion.

2. Destructive:

- a. News item (a bridge).
- b. Statement of positions (problem for solution):
 - (1) Of opponent.
 - (2) Of writer.
- c. Exposition of writer's position.
- d. Refutation. (Connect with principles of argumentation and persuasion.)
- e. Conclusion.

3. Illustrative. (Either constructive or destructive; preponderatingly illustrative):

- a. Statement of problem.
- b. Proof by example or incidents. (Connect with principles of argumentation and persuasion.)
- c. Conclusion.

F. Value:

1. Cultivation of judgment.
2. Seeing significance of events.
3. Selection of pertinent point.

ORAL COMPOSITION

Among the objectives of the course are the following:

- Clear-cut enunciation.
- Correct posture.
- Earnest and effective delivery.
- Right use of English.
- Understanding of simple parliamentary rules.
- Development of interest in outside affairs.

A knowledge of parliamentary practice is essential in high school organizations, or in others to which students may belong. Therefore its introduction at the beginning of the first year is recommended, with a review every term thereafter. Introduce Robert's Rules of Order and perfect any kind of organization in which practice in parliamentary work may be used. Urge all faculty advisors or overseers of school organizations to insist on correct parliamentary practice in meetings. In the first years the classwork may be simple, and may be omitted if the students can learn through their organizations the simple features of parliamentary law.

The other types of work chosen for oral composition are those which the student may find actual occasion to use at any time, such as telling stories to children or making impromptu speeches. While these forms are difficult and few will achieve excellence in them they are considered worthy of attention because of the probability that many students will have occasion to use them.

As an introduction to all children's story telling, emphasize the importance of *correct* English, however simple, showing how a child's speech habits for life may be influenced by the language used in the stories he hears. Discuss the popular types of stories, about fairies, animals and other children; and for older boys and girls adventure and hero or heroine stories—those which appeal to their hero-worship tendency. Suggest how the stories may affect the child's thoughts and character. Urge consideration of the child in the avoidance of all stories which might inspire fear or cause "seein' things at night." A distinction should be made plain to the child between fairy stories and animal stories purely imaginary, and those which are true to nature. This is to save wrong conceptions in the child's mind, and to avoid a doubting attitude. Students should learn to respect a child's confidence.

Giving memorized selections will be an important feature of oral work. Be sure that the student has a reason for choosing certain selections if allowed a choice, and can state that reason. If selections are assigned, be sure that he knows *why* they are worth remembering.

In reading or reciting poetry, dwell on the continuation of sentences beyond the limits of one line, and pauses within the line. Students lose the meaning of much poetry because they see the lines as units instead of the sentences. Do not lose sight of the rhythm. Develop their sense of rhythm by reading to them the selections. (It is best for the teacher to have memorized the selections which the students are required to know.)

In all oral work one of the most important ideals toward which to strive is the elimination of the "anduh," "andso," and "and—why" habits. Getting away from these is a long step toward developing "sentence sense." If necessary, have the students say "period" at the end of sentences in stead of "anduh."

More detailed recommendations are given in the Outline by Terms.

LITERATURE

The purpose of the course in literature is to show students how to study the various master types of literature; to teach them those methods of interpretation that, when understood and applied, make intelligent reading pleasurable reading. The aim is not to teach mechanical principles and devices, but to give drill and build up habit in those phases of *technique* which will serve as enlightening guide posts. The teacher should continually inspire the pupil to read intelligently, pleasurably, widely.

The choice of classics for study and reading is designed: First, to provide material that will make a direct and live appeal to the students' interests; second, to present those literary monuments which are a permanent, and therefore, necessary, background to any cultural development.

The syllabus is based on certain general principles. Among these are the following: A course in literature for high school students should aim at quality rather than quantity, both as to subject matter read and the manner of reading it; and should consider the student's actual and potential power of appreciation, his present interests and his future development. There is grave danger of expecting high school students to read as rapidly, as understandingly and as appreciatively as men and women in middle life. There is also grave danger of making the course injudiciously balanced, giving equal attention to classic and the modern type of literature, to poetry and prose. As a matter of fact, a certain lack of balance is judicious; for example, more poetry than prose, particularly fiction, in a course; because there is no need to stress that which the students are likely to read without a teacher. Fiction almost every child is bound to read, yet he needs to read even some fiction with the teacher in order to arrive at an appreciation of good fiction. Poetry, good or bad, he is not so likely to read. It is important, therefore, that the teacher present poetry in the most alluring manner possible and present it often. It is equally important to present the more difficult and permanent pieces of literature, the classics, in preference to the easy and modern selections, which the pupil is more likely to read anyway.

A course of study, then, should contain both prose and poetry, with as many types of each as examples suitable for high school pupils will permit. The selections, for the most part, should be those having a high degree of literary merit so that they may set a standard of taste. They should carry the right ethical and social message so as to contribute to the building of character. They should give sufficient latitude of choice, in any term, to make it unnecessary for a teacher to attempt to interest pupils in a classic in which she herself has no interest. They might well include something in periodical literature. They should be arranged for the four years according to some central idea; that is, there should be such a constructive plan back of the assignments that the students, at the conclusion of the course, shall have appropriated a certain portion of the field of literature. Finally, a course for the state should be so flexible that teachers, in conference with the state superintendent of public instruction, may modify that course to suit local conditions.

Both in American and English literature, students should be assigned special readings from various writers whose chief works are not read in class. Such work may be reported to the class orally from an out-

line, thus serving the double purpose of training in literature and composition. See "List of Books for Outside Reading."

Memorizing, both in poetry and prose, should be emphasized throughout the four years of English training. The emotional and spiritual message of a noble selection of verse or prose can never be so vividly appreciated as in the process of memorizing that selection for oral presentation to others, especially if the process itself is oral. Such memorizing not only adds new and dynamic words to the student's vocabulary and gives him fresh cadences for phrase and sentence making, but it also gives him standards of judgment with which to measure the merits of other poetry and prose. See "Minimum Requirements in Memorization."

ASSIGNMENT

Great care should be given to the initial presentation of any piece of literature. The pupil's final judgment is apt to be determined by the teacher's introduction of the subject. The teacher can take the pupil with him as in an aeroplane and give a bird's-eye view of the whole, or he can suggest points of vital interest that will arouse curiosity or stimulate feeling. He must not tell all; but he must tell enough to awaken a desire for more. Definite connections should be made between the piece and such elements of life as are known to the student. "Questions pointing the attention to character, truthfulness to life (probability), ethical significance, artistic preparations and contacts, esthetic and emotional reactions, are very desirable and make for pleasure in the reading because they reveal sources of power."

INTERPRETATION

To enjoy a piece of literature a student must understand it. Hence interpretation by the teacher is often necessary. Paraphrasing may even be resorted to so long as the attention is definitely fixed on the object of understanding the composition. Following are some of the devices the teacher may suggest to the student as help in interpretation—some needed for one piece of work, some for another:

Transpose words, phrases or clauses; determine grammatical construction; fix antecedents of pronouns; supply ellipses; watch quotation marks; substitute a synonym for a word that is not clear; use prose diction for poetic diction, substitute concrete expressions for abstract or vice versa; explain figures, comparisons and suggestiveness. (See Long for suggestiveness. Consult Clippinger on figures.)

STUDYING A CLASSIC

More definite outlines for the study of specific types are given, but there are certain fixed principles discernible in any literature. The pupil should be trained to know these constant elements and to look for them. The inductive method of developing such principles is most desirable. Let the pupil discover them. The following list is merely suggestive of what may be a beginning for the teacher:

- I. The theme, or problem, or underlying truth.
- II. The method of developing or presenting the theme.
- III. The ethical lesson or ideal.
- IV. The character element: real or ideal, true to life or improbable.

- V. Wholesomeness:
 - A. In thought that it prompts through its philosophy and sentiment.
 - B. In ideals that it presents.
 - C. In emotions that it arouses.
- VI. The artistic presentation:
 - A. Beauty of thought.
 - B. Beauty of style.
- VII. The fundamental purpose of the author—to entertain, to instruct, to provoke to action, etc.

POETRY

STEPS IN INTERPRETATION

- I. The most effective form of presentation is oral reading. If the poem be short the teacher should read it in entirety; if long, a general discussion should be given with oral reading of certain salient units.
- II. The teacher should then organize the assignments for the poem so that each day's work is a part of an organized plan which the pupil can see. Purpose should be given to each task assigned. The order of work should be:
 - A. Interpretation of subject matter. Analysis should be used, not as an end, but as a means to understanding.
 - B. Appreciation of form, which should include beauty of expression through movement and imagery, with an understanding of rhythm and figures of speech.
 - C. Memorize the best units, which in lyrics and shorter poems should mean entire poem; in longer poems those units that are most worthy. As soon as pupils can be taught discrimination they should be allowed to determine what passages they commit.

OUTLINE FOR STUDYING

It is better to give a general outline to which the pupil can make frequent reference than to give a detailed and too suggestive outline for each poem. Even in the use of a general outline, however, great care should be taken to see that the work does not become stereotyped. It is desirable that interpretative work should vary with the material in hand, but it is also highly necessary that the plan of work be fixed. Train pupils in method so that when once an assignment is made they know exactly how to proceed.

ELEMENTARY CLASSES

- 1. In a brief quotation or original statement give the central theme of the poem.
- 2. Outline the thought of the poem in such a way as to show how the poet has developed his theme.
- 3. What is the dominant mood of the poem—reverie, pathos, exaltation, mystery, patriotism, romance, humor, tenderness, etc.? By what especially suggestive, musical, or poetic words has the author built up his effects?

4. What, to you, gives the chief value or interest to the poem—the story, the characters, the scenes, the emotional qualities, the spiritual message, or the beauty or originality of the verse?
5. Quote a very few lines that seem to you to carry the deepest poetic charm.
Or picture one of the scenes most vividly impressed upon your mind.
6. Who is the author? When and where did he live? Relate one conspicuous fact about his life.
7. In what respects has this poem helped you to a better appreciation of nature, a better understanding of people's motives and aspirations, and a keener desire to know the limitations and the possibilities of human character—its shortcomings, its love of beauty, its spirit of sacrifice, its devotion to an ideal?
8. If the poem is narrative, answer also questions 2, 3 and 4 on fiction

ADVANCED CLASSES

Content:

- I. What is the central idea? Are there subthoughts of importance?
- II. Is the central idea of wide and lasting appeal, or of merely temporary interest?
- III. What is the characteristic mood of the poem?
 - A. Is it intellectual or emotional in its appeal?
 - B. Is it a transitory mood or a deep-seated emotion?
- IV. What is the nature of the philosophy of life expressed?
 - A. Is it optimistic or pessimistic?
 - B. Is it constructive or destructive?
 1. Does it apply to world progress?
 2. Does it apply to personal development?
- V. Is the thought didactic or artistic in content?

Form:

- I. What striking characteristics do you find in style?
 - A. In choice of words?
 - B. In choice of figures?
 - C. In meter or movement?

TYPES OF POETRY

I. *Narrative:*

- A. Kinds:
 1. Epic.
 2. Metrical tale.
 3. Metrical romance.
 4. Ballad (see Lyric).
- B. Characteristics:
 1. General:
 - a. Objective as opposed to the subjective quality of lyric poetry.
 - b. Verse and phraseology.
 2. Special:
 - a. Plot:
 1. Kind of action—real, legendary, possible, probable, supernatural?
 2. How presented—climax, especially scenes of dramatic intensity?

- b. Setting:
 - 1. Kind—real, imaginary, historic?
 - 2. How presented—action, conversation, descriptions?
- c. Characters:
 - 1. Kind—real, ideal, individual, type, supernatural (in epic)?
 - 2. How presented—action, conversation, descriptions?

II. *Lyric*:

A. Kinds:

- 1. Song—simple emotion.
- 2. Sonnet—A single condensed unified thought or emotion. Only main thought is presented, with general idea, in first quatrain, particular in second quatrain, and application in sestet. Always fourteen lines.
- 3. Ode—"Any strain of enthusiastic and exalted lyrical verse, directed to a fixed purpose and dealing progressively with one dignified theme."
- 4. Ballad—The ballad, though essentially narrative, often has a lyrical quality, i. e.. Wordsworth's Lyrical Ballads; moreover the ballad is often designed to be sung.

B. Characteristics:

- 1. Subjective.
- 2. Emotional.
- 3. Universally human.
- 4. Strong in imagery and suggestion.
- 5. Harmony in content and form.

OUTLINE FOR STUDYING FICTION AND DRAMA

METHODS OF TEACHING

(Quoted from Report of Committee on Reorganization of English in Secondary Schools.)

"In studying prose fiction, discrimination should be made between the rapidly moving tale, like 'Treasure Island,' that one sits up half the night to finish, and the leisurely book like 'Cranford' or 'Vanity Fair,' that is good to live in for a time. When an author has used every effort to eliminate the unessential, to secure unity, suspense, quick movement, it is contrary to a real understanding of a book to potter over it for a month or two. Unless, therefore, the novels chosen are very long or discursive, or lend themselves to much vital discussion of conduct and motive, pupils should be taught to read them in about the way people actually do read novels; that is, swiftly and briefly for the interest of the plot and outcome. This is particularly important in the early high school years.

"The method of reading plays should be sharply differentiated from that of reading novels. Pupils should be trained in the difficult intellectual exercise of visualizing the play as an acted thing, or holding the various characters visually before the imagination. There may be legitimate use for motion pictures here in getting the habit started. A verbal setting of scenes, dressing and placing of characters, imagining of gestures, facial expression, and tone of voice will also help to make

the characters and scenes real. Reading in parts, classroom presentation of scenes, or the production of simple plays like Lady Gregory's should also vivify and vitalize the work."

OUTLINE

1. State in a paragraph the subject of this book.
2. Is it chiefly interesting because of its plot (dramatic action), its characters, its setting (time, place, scenery, etc.), its civic or social message, or its style? Explain.
3. Is the book convincing; that is, does it impress you as having reality, as dealing with actual people, and actual human conditions, or is it purely fanciful, merely entertaining, or essentially unreal?
4. What to you is the most interesting feature about the plot? About the characters? About the spiritual or ethical message of the book?
5. Tell to the class or write out from memory one of the most interesting situations, making its point vivid.
6. Give a word picture of one of the principal characters, so that the class will recognize the humor, arrogance, intolerance, kindness, pliability, or other traits that may prevail as the author portrays him.
7. How does this book compare with some other book you have read by this author or by some other authors?

OUTLINE FOR SPECIAL STUDY OF DRAMA

1. What is the theme or underlying idea of the drama?
2. What events, important to the play, have occurred before the curtain rises?
3. What is the essential conflict of the drama?
4. Show how the dialogue creates atmosphere, accomplishes characterization of important persons in the play, and advances the plot.
5. Show how the action rises to its climax from the incentive moment, and at what point the resolution of the plot (disentanglement) commences.
6. Is the outcome of the play convincing, or do you feel that it is forced and unnatural?
7. Visualize the more important scenes and plan stage setting, position of characters, actions, etc.

PLOT IN FICTION AND DRAMA

In connection with the study of fiction and drama the teacher may find it convenient to discuss plot as an element of suspense in stories and plays. Following is a summary of the essentials:

A. *Definition:*

Plot is the element of suspense in a story comprising a complication of incidents that are graphically unfolded, often by unexpected means.

B. *Characteristics:*

1. a. Plot must be natural.
b. Plot must be such as springs from the subject.
2. a. Conclusion must be probable.
b. Conclusion must be a consequence of all that went before.

C. Elements of Plot:

1. Chiefly mechanical or physical:
 - a. Mistaken (or unknown) identity; e. g., Rosalind in *As You Like It*; Viola in *Twelfth Night*; Eppie in *Silas Marner*.
 - b. Striking resemblance; e. g., Carton and Darney in *Tale of Two Cities*; Prince and the Pauper.
 - c. Lost document, letter, treasure, or person. The Purloined Letter; *Treasure Island*, etc.
2. Chiefly psychological:
 - a. Effort to reach a goal (may be largely or partly mechanical); e. g., *Treasure Island*; *The Other Wise Man*.
 - b. Growth in character; e. g., *Romola*; *Scarlet Letter*.
 - c. Spirit of revenge; e. g., *Cask of Amontillado*; *Othello*.
 - d. Power of one mind or person over another; or power of man over environment; e. g., *Robinson Crusoe*.
 - e. Combination of mechanical and psychological elements common.

OUTLINE FOR STUDYING BIOGRAPHY

1. Pick out four of the most significant life-events of the subject of this biography, and show how they helped to determine his career or how they affected his age.
2. Give the time and place of his career.
3. What position did he occupy in society? How did he serve his fellow men?
4. What was his life work? How much did he achieve in it?
5. Trace some of the principal causes of success or failure in his life work. Note how the experiences and influences of his youth affected his later life. Note also what he owed to heredity, to his friends, to his own peculiar talents, to education.
6. What were his principal incentives in life? (Ambition, desire to help others, zeal for reform, etc.)
7. If this is an autobiography, point out some of the things that no one but the writer could know.
8. If it is not an autobiography, tell whether the writer is fair or prejudiced in handling the subject. (Is the story altogether eulogistic, admitting no faults, or, on the other hand, is it bitter in its attack on shortcomings?) In other words, how much of the interpretation of this life depends on the viewpoint of the author?

OUTLINE FOR STUDYING THE ESSAY

(See also III under English 6, Composition, Outline by Terms.)

The essay, like lyric poetry, is an expression of the author's personal attitude. Its chief characteristics are simplicity, directness, and informality. Reading for pleasure should be especially stressed in the study of the essay. As in the drama, the first reading should be rapid for the gaining of the author's mood, purpose, and general idea. The second reading should be more careful for mastering the idea. The next step in the study should include a study from the art standpoint to determine the author or method and his revelation of himself.

1. Give briefly the subject or central theme of the essay.
2. State or outline the main divisions of thought in the essay.

3. Is the composition a learned treatise formally presented, or an informal, easy expression of personal opinion and individual reflection? In the formal essay note how much more firmly knit is the plan and make your outline in detail to show the logical development of the thought.
4. Does the author arouse your emotions, stimulate your thought, please your taste, or energize your will? Distinguish instances of such appeals in different parts of the essay.
5. Quote one or more of the most remarkable passages.
6. In what way does the essay help you to feel acquainted with the author?
7. Who is the author? When and where did he live? Relate one conspicuous fact about his life.
8. How does this essay help you to a better understanding of yourself or of some problem that is vital to you?

"The treatments of the essay should vary with the type. The study of personal essays should be very informal—largely the picking out of good bits, the learning of quotable sayings, the finding of sidelights on life and character. The study of the heavier ethical essay should be analytical, closely reasoned, and should lead to the expression of carefully weighed and tested opinion on the part of the pupil. A similar treatment should be given the public speech."—Committee on Reorganization of English in Secondary Schools.

LITERARY HISTORY

"Incidental information germane to the matter under consideration, blackboard outlines and summaries, individual reports, reference reading with definite purpose—these should constitute the sum of literary history for the majority of high school pupils."—Report of the Committee on Reorganization of English in Secondary Schools.

Kinds of classroom studies that are effective aids in varying and enlivening a literature class. (Abstract only):

1. Interpretative reading, in which the minds of all are actively engaged on the problem of how the thought of the writer can best be expressed. This is the only kind of reading aloud by students that is worth while.
2. Discussion, necessitating some personal reaction, such as the formation of opinions on what has been read.
3. The sharing of information (resulting from library work, etc.) that throws light on the book being studied.
4. Reports on supplementary reading, such as advertise to the class the book read.
5. An "open book" exercise, with definite directions from the teacher to read to oneself with a view to answering a specific question.
6. Memorizing. This should be definite and regular.
7. Dramatizing.
8. Home reading. This is very important because it is what the school is trying to train young people to do.

—From the report of the Committee on Reorganization of English in Secondary Schools.

A LIST OF BOOKS FOR THE TEACHER OF LITERATURE

What Literature Can Do for Me, Alphonso C. Smith.
 The Enjoyment of Poetry, Max Eastman.
 Greatness in Literature, Trent.
 Counsel Upon Reading Books, Van Dyke.
 Books, Culture, and Character, Larned.
 Typical Forms of English Literature, Upham.
 Introduction to Poetry, Alden.
 A Study of Prose Fiction, Bliss Perry. Fiction, Bliss Perry.
 A Study of the Drama, Brander Mathews.
 Stories of Authors, Chubb.
 Yesterdays With Authors, Field.
 Fifty English Poems, Hix.
 Great Poems Interpreted, Barbe.
 Talks on the Study of Literature, Arlo Bates.
 Talks on the Teaching of Literature, Arlo Bates.
 Teaching Poetry in the High School, Fairchild.
 The Teaching of Literature in the Elementary Grades and High School, Emma Bolenius.
 Teaching Literature in the Secondary Schools, Charles Swain Thomas.
 Studies in Stage Craft, Clayton Hamilton.
 History of the English Novel, Saintsbury.
 The English Journal.

Shakespeare—

Shakespearean Tragedy, Bradley.
 Ten Shakespeare Plays, Brooks.
 Introduction to Shakespeare, Carson.

Tennyson—

The Meaning of the Idylls, Pallen.
 Tennyson, His Art and Relation to Modern Life, Stopford Brooks.
 Through England With Tennyson, Huckel.
 The Reading of Tennyson, Phelps.
 English Classics (Ginn & Company).

LIST OF BOOKS FOR OUTSIDE READING

An effort has been made to coordinate the lists for outside reading in the high school with those recommended for seventh and eighth grades in the elementary course of study. Since it is assumed for purposes of this course that the seventh and eighth grade lists have been at least partly covered before the pupil enters the ninth grade, titles that appeared there have not been repeated here. This fact, however, need not prevent students who are unfamiliar with any of the books assigned for the preceding grade from substituting these, with the approval of their teacher, for the books of the high school list. Books have been graded as nearly as seemed possible according to the interests of pupils and their ability to appreciate literature at given stages of development.

The rating of books has been based on a requirement of twenty points each semester, ten points in fiction and ten points in nonfiction. Both the rating and the requirement should, however, be regarded as suggestive only, since circumstances may modify what can be required of a certain group under given conditions. The weighting of individual books which a teacher wishes especially to emphasize at a particular stage of the work must lie with the teacher and be subject to her modifications. The general principle, nevertheless, holds that the more worthy books and those more difficult of approach should receive the highest rating on any list.

READING LIST FOR THE NINTH GRADE—FICTION

Total of ten points recommended.

	Points
Aldrich—Marjorie Daw and other short stories	5
Story of a Bad Boy	3
Austin—Betty Alden	5
Ashman—Isabel Carlton's Year	2
Bachelor—Eben Holden	3
Bennet—Barnaby Lee (Pirates)	4
Master Skylark	4
Bullen—Cruise of the Cacholot	4
Catherwood—Story of Tonty (Romance of French Exploration)....	5
Craik—John Halifax, Gentleman	8
Crane—Red Badge of Courage	4
Collins—Wireless Man	5
Clemens—Double-barrelled Detective Story	3
Pudd'nhead Wilson	4
Prince and Pauper	5
Connor—The Sky Pilot	3
The Man From Glengary	3
Davis—Friend of Caesar	5
Victor of Salamis	5
Davis, R. H.—The Bar Sinister	1
Dickens—Oliver Twist	10
David Copperfield	10
Dumas—Count of Monte Cristo	8
Ebers—Egyptian Princess	8
Uarda	8
Ford—Janice Meredith	3
French—Lance of Knana	4
Hudson—Far Away and Long Ago (Childhood in South America) 6	
Hughes—Tom Brown at Oxford	7
Jackson—Ramona	6
Kipling—Captains Courageous	4
Liljencrantz—The Thrall of Lief the Lucky	5
Mason—Tom Strong	5
Muir—Stickeen	2
Marryat—Masterman Ready	5
Ollivant—Bob, Son of Battle	3
Porter—Scottish Chiefs	6
Pyle—Otto of the Silver Hand	4
Jack Ballister's Fortune	4
Schultz—Story of Collette	5
Scott—Ivanhoe	10
Talisman	10
Quentin Durward	10
Stevenson—Kidnapped	8
Smith, F. H.—Tom Cogan	3
Verne—The Mysterious Island	5
Twenty Thousand Leagues Under the Sea	5
Tour of the World in Eighty Days	5
Vachel—The Hill (A romance of friendship)	5
Westcott—David Harum	3
White—The Blazed Trail	4
Wister—The Virginian	4

NINTH GRADE—NONFICTION

Total of ten points recommended.

BIOGRAPHY

Antin—The Promised Land	8
Bok—Americanization of Edward Bok	6
Bacon—The Boy's Drake	5
Gates—Biography of Prairie Girl	4
Keller—Story of My Life	7
Meadowcroft—Life of Edison	5

	Points
Moses, Belle—Louisa May Alcott	5
Muir—Story of My Boyhood and Youth	6
Rolfe—Shakespeare the Boy	8
Washington—Up From Slavery	6

MISCELLANEOUS

Burroughs—Afoot and Afloat	3
Custer—Boots and Saddles	5
Demetrios—When I Was a Boy in Greece	4
Dillon—The Lure of the Labrador Wild	5
Duncan—Doctor Grenfell's Parish	5
Guerber—Myths of Northern Lands	6
Smith, F. H.—A White Umbrella in Mexico	4
Thayer—Stories of Great Musicians	3
Tappan—When Knights Were Bold	6
Van Loon—Story of Mankind	8
Eastman—Indian Boyhood	5
Nicolay—Boy's Life of Lincoln	5
Davis & Getchell—Stories of the Day's Work	4

TENTH GRADE—FICTION

Total of ten points recommended.

Bangs—Houseboat on the Styx	3
Barrie—Sentimental Tommie	6
Little Minister	6
Bennet—Buried Alive	5
Blackmore—Lorna Doone	10
Bronte—Jane Eyre	5
Cabell—Chivalry	6
Clemens—Innocents Abroad	6
Connecticut Yankee at King Arthur's Court	5
Churchill—Coniston	5
Richard Carvel	5
The Crossing	5
Collins—The Moonstone	3
Conelly—Out of Gloucester	6
Davis, R. H.—Soldiers of Fortune	3
Deland—Old Chester Tales	4
Dickens—Nicholas Nickleby	10
Our Mutual Friend	10
Doyle—The White Company	6
Micah Clarke	6
Adventures of Sherlock Holmes	5
Dumas—The Three Musketeers	8
Twenty Years After	8
Viscount De Bragelonne	8
Eggleston—Hoosier Schoolmaster	4
Eliot—Silas Marner	5
Gaskell—Cranford	4
Glasgow—The Battle Ground	5
Gras—The Reds of the Midi	4
Haggard—King Solomon's Mines	5
Hawthorne—Mosses From An Old Manse	8
Hope, A.—Prisoner of Zenda	1
Howells—Rise of Silas Lapham	8
Hugo—Les Misérables	15
or Jean Valjean, Ginn & Co.'s abridged edition	10
Jerome—Three Men In a Boat	3
Johnson—Stover at Yale	3
Johnson—To Have and to Hold	4
The Long Roll	6
Kipling—The Day's Work	6
Plain Tales From the Hills	6
Light That Failed	6
London—Martin Eden	3

	Points
Lever—Charles O'Malley	8
Lytton—Last Days of Pompeii	10
Harold, Last of the Saxon Kings	10
Liljencrantz—Ward of King Canute	4
McDonald—St. George and St. Michael	8
Materlinck—Our Friend the Dog	2
Mitchell—Hugh Wynne	6
The Adventures of Francois	4
Norris—The Pit	6
Page—Red Rock	5
Reade—Cloister and Hearth	8
Scott—Any Novel	8
Stevenson—Master of Ballantrae	5
David Balfour	6
The Wreckers	6
Black Arrow	3
New Arabian Nights	6
Stockton—Rudder Grange	4
The Lady or the Tiger	4
Tarkington—Gentleman From Indiana	4
Monsieur Beaucaire	3
The Man From Home	2
Tolstoi—Where Love Is There Is God Also (from Master and Man)....	2
How Much Land Doth a Man Require (from Master and Man) 2	
Wallace—Ben Hur	12
White—The Land of Footprints	6
Weyman—Gentleman of France	5
Yonge—Caged Lion	5

TENTH GRADE—NONFICTION

Total of ten points recommended.

BIOGRAPHY

Addams—Twenty Years at Hull House	10
Howells—My Mark Twain	6
Keller—World I Live In	7
Lang—The Maid of France	6
Overton—Life of Stevenson	6
Paine—Mark Twain (Vol. I)	6
Riis—Theodore Roosevelt, Citizen	6
Roosevelt Autobiography	6
Steiner—From Alien to Citizen	6

MISCELLANEOUS

Bullfinch—Age of Chivalry	8
Hearn—Glimpses of Unfamiliar Japan	7
Peary—Nearest to the Pole	6
Reppier—Our Convent Days	5
Sharpe—Where Rolls the Oregon	4
Stanley—How I Found Livingstone	6

ELEVENTH GRADE—FICTION

Total of ten points recommended.

More emphasis should be placed upon the heavier standard works during the last two years of high school. Pupils should feel the responsibility that comes with growing maturity and comprehension, to read the fiction more valuable though less easy of approach.

Allen—The Reign of Law	4
Atherton—The Conqueror	5
Austin—Pride and Prejudice	6
Sense and Sensibility	6

	Points
Black—Judith Shakespeare	6
Barrie—A Window in Thrums	6
Chesterton—Innocence of Father Brown	5
Cody—Greatest Short Stories	6
Conrad—Lord Jim	6
The Typhoon	6
Dickens—Any Novel	8
Eliot—Mill on the Floss	10
Middlemarch	10
Farnol—Broad Highway	5
Amateur Gentleman	5
Freeman—The Portion of Labor	5
Garland—Main Traveled Roads	5
Goldsmith—Vicar of Wakefield	4
Hawthorne—Marble Faun	8
Hardy—Far From the Madding Crowd	6
Howells—Modern Instance	7
Hugo—Toilers of the Sea	10
Kingsley—Hypatia	10
Kipling—Kim	6
Traffics and Discoveries	6
Soldiers Three	6
Kelly—Little Citizens	6
Locke—Septimus	4
Norris—The Octopus	5
Parker—Seats of the Mighty	6
Sienkiewicz—Quo Vadis	10
Stevenson—Dr. Jekyll and Mr. Hyde	4
Scott—Any Novel	8
Thackeray—Henry Esmond	10
The Virginians	12
The Newcomes	12
Wallace—Fair God	10

ELEVENTH GRADE—NONFICTION

Total of ten points recommended.

Atkinson—Electricity for Everybody	6
Barrie—Margaret Ogilvy	8
Bennett—How to Live on Twenty-four Hours a Day	4
Your United States	5
Bucher—Practical Wireless Telegraphy	6
Burroughs—Fresh Fields	5
Burton—Literary Leaders of America	5
Clarke—Treasury of War Poetry	8
Cody—Best English Essays	6
Hubbard—Little Journeys to Homes of Great Men	6
Parton—Captains of Industry	6
Palmer—Life of Alice Freeman Palmer	8
Roosevelt—Winning of the West—per volume	7

DRAMAS FOR ELEVENTH AND TWELFTH GRADES

Total of ten points recommended.

Barrie—Quality Street	3
Beau Brummel	3
Alice Sit-by-the-Fire	3
Bennett—What the Public Wants	3
Milestones	3
Baker—Return of Peter Grimm	2
Brown—Everywoman	2
Galsworthy—Justice; Strife; The Pigeon, each	2
Goldsmith—She Stoops to Conquer	3
Gregory, Lady—Seven Short Plays	7
Dunsany—Five Plays	5

	Points
Kennedy—The Servant in the House	2
Knoblauch—Kismet	2
Houseman and Barker—Prunella	2
Materlinek—Blue Bird	3
Mackaye—Immigrants	3
The Scarecrow	3
Jean D'Arc	3
The Canterbury Pilgrims	4
Mater	2
Ibsen—The Doll's House	3
Noyes—Drake; Sherwood, each	3
Peabody—The Piper; The Wolf of Gubbio, each	3
Phillips—Ulysses; Herod, each	3
Pinero—Sweet Lavender	3
Rostand—Cyrano de Bergerac	3
L'Aiglon	3
Sheridan—Rivals; School for Scandal, each	3
Sheldon—The Nigger; Garden of Paradise	3
Sygne—Riders to the Sea	2
Tarkington—Man From Home	2
Thomas—Arizona	3
Yeats—The Land of Heart's Desire	2
Van Dyke—The House of Rimmon	3
Zangwill—Melting Pot	3

TWELFTH GRADE

Total of ten points recommended.

The reading of the senior year in nonfiction will be determined largely by requirements in other courses. Students should be given credit for such reading up to the limit of required credits in non-fiction.

Allen—Choir Invisible	4
Bennett—Clayhanger	6
Hilda Lessways	6
Black—Princess of Thule	3
Clemens—Joan of Arc	6
Crawford—In the Palace of the King	5
Dickens—Bleak House	10
DeMorgan—Joseph Vance	8
Alice-for-Short	8
Eliot—Romola	10
Adam Bede	10
Hardy—Tess of the D'Urbervilles	6
Howells—Hazard of New Fortunes	7
Hawthorne—Scarlet Letter	7
Hugo—Ninety-three	8
Lane—Nancy Stair	3
Lytton—Last of the Barons	10
McDonald—Sir Gibbie	8
Reade—Put Yourself in His Place	8
Scott—Heart of Midlothian; Old Mortality, each	10
Thackeray—Vanity Fair; Pendennis, each	12
Trollope—Barchester Towers	10

MINIMUM REQUIREMENTS IN MEMORIZATION

FOR FRESHMEN:

September—Destruction of Sennacherib (Byron)
 October—Antony's Funeral Oration
 November—If, Kipling
 December—Psalm 107—verses 23-31
 January—Sherwood Forest (Noyes)
 February—Prose selection from patriotic material

March—Robin Hood (Keats)
 April—Incident of French Camp (Browning)
 May—Israfel (Poe)

FOR SOPHOMORES :

September—The Battle Hymn of the Republic
 October—Flanders Fields (McRae)
 November—The Seven Ages of Man (Shakespeare)
 December—The Rendezvous (Allan Seeger)
 January—The Recessional (Kipling)
 February—The Highwayman (Noyes)
 March—To a Water Fowl (Bryant)
 April—To Helen (Poe)
 May—Song of Solomon, Chapter 12

FOR JUNIORS :

September—Of Studies, first two-thirds (Bacon)
 October—Invictus, Unconquered (Henley)
 November—Afton Water (Burns)
 December—The Cloud (Shelley), two stanzas
 January—Crossing the Bar (Tennyson)
 February—Elegy Written in a Country Churchyard (Gray), 14 stanzas
 March—Passages from prose readings
 April—Sir Patrick Spens
 May—Ecclesiastes, Chapter 12

FOR SENIORS :

September—Prologue to Chaucer
 October—Ode to Autumn
 November—The Art of Acting, Hamlet, Act 3, Scene 2, forty lines
 December—To a Skylark (Shelley)
 January—Sonnet on his Blindness (Milton)
 February—Proverbs, Chapter 8
 March—A Man's a Man for A' That (Burns)
 April—The World Is Too Much With Us (Wordsworth)
 May—Ulysses (Tennyson)

DETAILED OUTLINE BY TERMS

ENGLISH I

GRAMMAR AND SENTENCE STUDY

Text: Ward, Sentence and Theme.

Punctuation Leaves, Pilot Book (for the teacher)

Time required: Three-fifths of term or approximately ten weeks.

- I. PARTS OF SPEECH—FORMS AND USES. Use diagram. (See models.)
- A. *Verbs*—Two weeks (ten recitations).
1. Regular and irregular. Drill on principal parts, particularly of common irregular verbs.
 2. Transitive and intransitive—Ward, lesson 9.
 3. Conjugation of indicative mode. Do not emphasize subjunctive mode at this time.
 - a. Drill on conjugation of verb *to be* and the active voice of a transitive verb. This will involve the inflections of the verb—mode, voice, tense, number and person.
 - b. Explain formation of passive voice and drill on passive forms.
 4. Emphasize singular subject, singular verb form.
 5. Develop *verb sense* by having verbs selected from sentences and carefully analyzed as to form.
- B. *Nouns*—Two weeks (ten recitations).
1. Classify as common, proper; concrete, abstract; collective (takes singular verb). Ward, lesson 5, section 24.
 2. Inflections: Case, gender, number.
 3. Uses or constructions.
 - a. Nominative case.
 - (1) Subject of verb—Ward, lesson 6.
 - (2) Predicate nominative—Ward, lesson 7.
 - (3) Nominative of address and exclamation—Ward, lesson 9. Note punctuation.
 - (4) Appositive—Ward, lesson 22. Note punctuation.
 - b. Possessive case.
 - (1) Possessive modifier—Ward, lesson 31. Stress use of apostrophe.
 - c. Objective case.
 - (1) Direct object of verb—Ward, lesson 8.
 - (2) Indirect object (never used except with direct object)—Ward, lesson 20.
 - (3) Objective predicate (objective complement)—Ward, lesson 20.
 - (4) Adverbial noun—Ward, lesson 21, section 82. (Omit retained object).
 - (5) Object of preposition (take up with preposition and phrase).
 - (6) Appositive. Distinguish carefully between this use and objective predicate. Note punctuation. Ward, lesson 22, section 91. (Omit subject of infinitive for present).

C. *Pronouns*—Two weeks (ten recitations).

1. Classify as personal, compound personal, relative, adjective (demonstrative and indefinite)—Ward, lesson 10, interrogative—Ward, lesson 46.
2. Drill on forms or declension of personal, compound personal, relative and interrogative. Stress importance of case—Ward, lesson 6.
3. Inflections: Case, gender, number, person.
4. Uses or constructions: Same as for nouns though more difficult on account of change in case forms. Drill thoroughly on this point. Do not emphasize use of relatives until later when clauses are studied.

D. *Adjectives*—One week (five recitations).

1. Classify as descriptive, pronominal (demonstrative and indefinite), limiting, articles—Ward, lesson 10.
2. Inflections: Comparison. Drill on irregularly compared adjectives. Emphasize use of comparative and superlative.
3. Uses.
 - a. Simple modifier—Ward, lesson 10, section 36, and lesson 11. Note punctuation if adjective is placed after word it modifies—Ward, lesson 22, section 89.
 - b. Predicate adjective—Ward, lesson 10, section 38.
 - c. Objective predicate—Ward, lesson 20, section 80

E. *Adverbs*—One week (five recitations).

1. Classify as adverbs of time, place, manner, degree, purpose.
2. Inflection: Comparison.
3. Uses.
 - a. To modify verbs, adjectives and adverbs.
 - b. Drill carefully on difference between predicate adjective and adverb of manner.

F. *Preposition and Prepositional Phrase*—Ward, lessons 14, 15, 16, 17, 18—One week (five recitations).

1. Emphasize the formation of the phrase—*No verb*.

G. *Conjunctions*—Three recitations.

1. Classify as coordinate and subordinate.
2. Postpone detailed study until clauses and compound sentences are taken up.

H. *Interjections*—Two recitations.

II. SPELLING—Assign with other work.

- A. Ward, lessons 1 and 2 and spelling sections of lessons 3, 7, 9, 10, 12, 14, 15, 17, 21, 22.
- B. Keep lists of words misspelled by pupils for use in spelling drills and tests.

COMPOSITION

WRITTEN

Strive for a few definite results. The Minimum Essentials are of first importance. Attain the accuracy required in those *first*. Supervise much of the writing in class, or hold conference hours with students. Keep the English work in contact with the life of the student. While enlisting present interests, lead to higher interests.

Make free use of the blackboard in criticising themes before the class. Cultivate habits of *neatness, accuracy, and promptness* in theme work. One page themes are preferable. Emphasize quality first.

Text: Ward, Sentence and Theme, theme suggestions, Nos. 1-16, inclusive.

Reference: Clippinger, Written and Spoken English, Chapter 2—sections on narration.

Reference (Supplementary): Law, Frederick H., *Modern Short Stories*. (Selections such as *Gulliver the Great*, *Moti Guj*, and *A Source of Irritation* are good illustrations for the outline for narration.)

THE WHOLE COMPOSITION

Narration is the type of discourse to be emphasized in English 1 and 2; in connection, the other types may be introduced informally. This concrete summary may aid students to a clear conception of the term:

I. NARRATION:

1. Aim, to tell a story.
2. Key word, action.
3. Subject matter, the action of a particular person or group of persons during a particular period of time.
4. Definition. Narration is that kind of discourse that relates what particular persons or things did during a particular period of time.

DEVELOPING THE COMPOSITION

II. CHOOSING SUBJECT AND TITLE:

A. *Subjects*—Insist that students choose subjects:

1. Within the range of their experiences.
2. Interesting and worth while.
3. Specific enough to be treated in a given space.
4. Adapted to present purpose of the course.

B. *Titles*—Train students to select titles that will aid in unifying their themes because they are:

1. Clear.
 2. Brief.
 3. Specific (as a rule).
 4. Entertaining, but not sensational.
- The title need not be chosen until the theme is completed.

III. GATHERING AND ARRANGING MATERIAL:

A. *Sources of Material*:

1. The students' own experiences, thoughts and emotions.
2. Conversation and consultation with others.
3. Reading—in the library, the periodicals, etc.
4. Observation—visiting people and places.

B. *Assembling of Material*:

1. Use brief topic outline for plan. (e. g., Ward, Theme 2, p. 34.)
2. Fit material to plan.

IV. The teacher should keep in mind from the beginning the fundamental principles and qualities of style, and correlate the special detailed instruction from time to time with those fundamental principles and qualities.

In dealing with those principles and qualities, avoid using terms until the student has a comprehension of the meaning of the terms.

This understanding should be founded upon simple discussions in untechnical language, with figures or illustrations combined. For example, in connection with unity in composition—The trunk of an oak tree is the central idea; the branches and twigs and leaves complete the tree; a fir branch does not belong on an oak tree.

V. THEMES: Easy narratives.

- A. Let the assignment, in some instances, at least, involve a "problem for solution"; e. g., the humor of past discomfort.
- B. The three W's: Where, when, who?
- C. The fourth W: What happened? This is the key to narration.
 1. The events.
 2. The climax.
 3. Both handled according to:
 - (a) Unity—Exclusion of nonessentials.
 - (b) Coherence—Arrangement, construction, connectives.
 - (c) Emphasis—Use of devices like dialogue, suspense.
- D. The result.

VI. THEME SUBJECTS:

- A. Suggested by the literature studied. (Page numbers are from Payne, American Literary Readings.)
 1. *The Great Carbuncle*, p. 158.
 - (a) Tell of your ascent of some Oregon mountain peak, and in treating some view that unfolded before your eyes note if you can not make it more beautiful or impressive by studying Payne, pages 168-170.
 - (b) Tell the story of a person or a group seeking for something, and how he or they acted when it was found, e. g., Gold, California, pioneers. A little girl, her playmates, a lost ring.
 2. *The Purloined Letter*, p. 398. Write a brief narrative of school life based on the loss of a report, a list of examination questions, a trophy, or a letter.
 3. *The Cask of Amontillado*, p. 390. Note that Montresor, by getting revenge, made himself a murderer. Write a story of how someone tried to "Get even," and how he himself suffered for it.
 4. *The Ambitious Guest*, p. 149.
 - (a) Narrate the succession of your remembered life ambitions.
 - (b) To show the simplicity of remote rural life introduce an automobile party to a mountaineer's cabin.
 - (c) Narrate your visit to a hastily deserted home, still exactly as it was left when the occupants abandoned it. (May be an imaginary picture of the war zone.)
 5. *The Last Leaf*, p. 460.
 - (a) An incident showing how one's faith or hopelessness determined the issue of a struggle.
 - (b) An episode showing service or devotion from an unexpected source.

6. *The Lady of the Lake.*

Canto I. A story of a hunt.

II. An unexpected guest or an unexpected meeting.

III. A quarrel brewing between two people and interrupted. (Malcolm and Roderick.)

IV. Of a track meet or tournament in which some individual or team showed surprising skill. (Read to the class the story of *The Black Sluggard*, ch. 12, and of *Locksley*, ch. 13, *Ivanhoe*.)

Assign from the stories words to be used in original sentences either in the themes or separate from them; make sure by questioning that the student understands the meaning.

- B. The first four themes suggested in the following list are to be based upon experience. They are recommended as an introduction to the use of actual experiences for theme material. Correlation of writing with school and community affairs depends upon the students' awareness that actual events are interesting.
1. Chapter 2, section 16, page 60.
 2. Chapter 2, section 18, page 62.
 3. Chapter 2, section 22, page 64.
 4. Chapter 2, sections 24, 25, pages 67-69.
 5. Chapter 2, section 28, page 71.
 6. Chapter 2, section 32, page 74.
- C. The themes suggested in Ward's *Sentence and Theme*—Nos. 1-16 incl.—afford excellent opportunity for drill in spelling and punctuation. As the subject matter is supplied, the student can spend all time and energy upon form. In connection with these themes have students list variety of words for such verbs as said (exclaimed, remarked, etc.) and came (ran, loitered, etc.) Create a consciousness that a variety of words does exist and may be used to advantage. Use Ward, lesson 24, pp. 121-127.
- D. Near times of elections or campaigns call for papers on subjects appropriate to the occasion. The work need not be original; it will be the result of consultation with parents or older friends. The aim is to arouse interest in civic questions.
- E. Allowing students to choose their own subjects gives them an opportunity for self-expression, and may aid the teacher in determining their interests and creative abilities.
- F. For Good English Week assign a short story, the aim of which is to show the advantages of using good English, or how to get the habit of speaking correctly, adventures of a personification of Good English, "Alice in Blunderland," etc. Before making the assignment furnish information about the movement and create enthusiasm.
- G. Correlate composition with the study of paragraph analysis by writing lists of topic sentences for one or two of the stories read, or for selections from them.
- H. Correlate with the study of grammar by assigning certain features to be emphasized in the composition; e. g., underline the verbs in the theme and be able to say whether they are

transitive or intransitive; make use of three appositives in a theme and underline them. (Ward's Themes, especially, may be used in this way.) Use sentences from students' themes for drill in analysis.

ORAL

Each student should do work according to one of the following suggestions at least once each week:

Reference: Clippinger, *Written and Spoken English*, Chapter XII, Sections 15 and 17, pages 377 and 382; Chapter I, Section 6, page 7; Chapter II, Sections 13 and 30, pages 57 and 73.

Parliamentary Practice: Use the sections indicated above from Clippinger, Ch. XII, and present other features of parliamentary practice as time and the need of the students demand. Present this purely as practical work, emphasizing the fact that they need to know these things in order to carry on the work of their class or other organizations. If possible, be present at such meetings to advise or to make observations for comment and discussion in class on the following day. Make the students understand that in connection with any organization they will have use for this information.

Review of Classics: From time to time review the stories read, and insist on complete statements in the telling. As progress through *The Lady of the Lake* is made in reading, have students review it either by incident or canto.

Reading: Have themes or literature read, emphasizing posture and enunciation.

Memorized Sections: In recitation of memorized selections give attention to meaning—the students should keep in mind the author's meaning and aim to convey that meaning to the class.

Current Events: Assignments: Assuming that the class has not seen the daily paper, tell them of something in it which interested you.

Assume that they were absent from an assembly, a class meeting, a science class laboratory hour, and tell them what happened.

Story Telling: Assignments: Tell a story of what once happened to you (or Clippinger, Ch. II, Sec. 13, p. 57). Tell the fairy story which was your favorite. Tell a story as assigned in Clippinger, Ch. II, Sec. 30, p. 73. Tell a story imagining that you are telling it to a little child.

Eliminate the "anduh," "andwhy," and "andso" habits.

(Except where classes are small and time permits easily do not dramatize. There is danger of the experience falling to a few students who are already most capable, while the others get only the enjoyment of looking on.)

LITERATURE

Text: Payne, *American Literary Readings*, classes as indicated.

I. PAYNE'S LITERARY READINGS:

- A. *The Great Carbuncle*, p. 158.
- B. *The Purloined Letter*, p. 398.
- C. *The Cask of Amontillado*, p. 390.
- D. *The Ambitious Guest*, p. 149.

E. The Last Leaf, p. 460.

1. Read first for the story.
2. Be able to state the theme definitely.
3. Show how the theme is developed by presenting setting, incidents (plot or action), and characters.
4. Notice human quality, truthfulness to life, and dramatic quality in characters.

II. LADY OF THE LAKE OR LAY OF THE LAST MINSTREL:

Outline for Lady of the Lake:

- A. Theme: Political problem.
- B. Development of background, especially from legends and descriptions, of romantic, political and social customs.
- C. Attention to descriptions and figures, especially simile and metaphor.
- D. References:
 - The Canterbury Classic contains pictures and colored plates of plaids worn by different clans.
 - The Eclectic Classic contains a note, p. 11, on relation between James and Douglas.
 - Peeps at Great Men—Scott—Elizabeth Grierson—is a well illustrated book.
 - The Fiery Cross—James Oxenheim—is a book of modern war poems. The theme and title is based on the Scottish legend of the fiery cross. The frontispiece illustration is suggestive.
 - Other books on Scotland are: Scotland's Story (M. E. Marshall); Bonnie Scotland (Griffis); The Country of Scott (Olcott).

III. SUGGESTIONS FOR FURTHER CLASS READING:

Lays—Macaulay.

Treasure Island—Stevenson.

The Promised Land—Antin.

(The books listed for further class reading are merely suggestive of that which the teacher may use as correlative materials. They should in no way exclude similar matter in which the teacher is interested, nor do they take the place of the larger lists of outside reading.)

ENGLISH 2

GRAMMAR AND SENTENCE STUDY

Text: Ward, Sentence and Theme.

Punctuation Leaves. Pilot Book (for the teacher).

Time required: Three-fifths of term or approximately ten weeks.

I. VERBALS. Use diagram (see models).

- A. *Participles*—Ward, lessons 23, 26, 27, 28—One week (five recitations).
 1. Drill on forms: present and perfect active; present, past and perfect passive.
 2. Use: always an adjective with noun or pronoun it modifies clearly expressed in sentence.
 - a. Drill diligently on the avoidance of the floating or dangling participle.

- B. *Gerunds*—Ward, lessons 25 and 34. One week (five recitations).
 - 1. Forms: same as for participles except that there is no past passive.
 - 2. Use: as nouns. Do not stress the usual uses in lesson 34.
- C. *Infinitives*—Ward, lessons 29 and 33 (omit sections 144 and 145). Take up lessons 30 and 32 only as need may arise. One week (five recitations).
 - 1. Emphasize use of expletive with infinitive. Ward, lesson 29, section 122.
- D. The verbal (participial, gerund or infinitive) phrase—verbal form with its object and modifiers. One week (five recitations).

II. CLAUSES. Use diagram.

- A. *Relative or Adjective*—Ward, lessons 38, 39, 40, 42, 43, 44. Use such parts of these lessons as may be necessary. One week (five recitations).
 - 1. Emphasize restrictive and nonrestrictive idea with punctuation involved.
 - 2. Explain the adjective *when* and *where* clauses.
- B. *Adverbial Clauses*—Ward, lessons 50, 51, 52, 53. Use such parts as are necessary. One week (five recitations).
 - 1. Lay stress on the variety and importance of choice of conjunction.
- C. *Noun or Substantive Clauses*—Ward, lessons 45 and 46. One week (five recitations).
 - 1. Review expletive *it* and point out its use with the noun clause.
- D. Be sure that the terms phrase, clause, subordinate and coordinate are clearly understood.

III. THE SENTENCE—Ward, lessons 56, 57, 58, 59, 60, 61, 62. Use such parts as are necessary to make clear the three kinds of sentences—simple, compound and complex. Two weeks (ten recitations).

- A. Use many sentences for drill and practice in analysis by diagram. Omit Ward's diagram.
- B. Review all rules in punctuation taken thus far and take in addition lessons 63, 64 and 65. In doing concentrated work in punctuation, it would be well for the teacher to consult Clippinger's punctuation rules (except in letter forms), as this is the text to be used for the next two years. One week (five recitations).

IV. SPELLING. Assign along with other work.

- A. Ward—lessons 25, 27, 29, 34, 38, 43, 44, 45. Use such parts of these lessons as seem necessary.
- B. Continue drill on words misspelled by students.

COMPOSITION

WRITTEN

In English 2 continue narration, giving more attention to details of sentence structure, use of words, punctuation, etc. Use letter writing frequently. Insist on the correction of themes criticised by the teacher, requiring the original theme to be returned with the revised or rewritten copy. If desirable, use I-P notebook, No. 9108, and require that it contain the assigned number of themes and their revisions. Make all criticisms constructive, encouraging a regard for organization and form. Keep up the habit of review, by recurring again and again to principles already studied.

Strive in English 2 for command of paragraph development, as in English 1 command of the topic sentence.

Text: Ward, Sentence and Theme, suggested themes Nos. 17-40, inclusive, and Lesson 48.

Reference: Clippinger, Written and Spoken English. Chapter 2, sections on letter writing.

THE WHOLE COMPOSITION

- I. Keep the fundamental principles—Unity, Coherence and Emphasis—at work by testing material as to whether it really groups itself about one central idea; is in its natural order, properly related; and really adds to the interest or suspense.
- II. Begin the variation of narrative to test arrangement and articulation of paragraphs. For instance, use a brief form of the Retrospective Narrative, showing the parts and transitions.
Retrospective Narrative. (The Jumping Frog is an example. Payne, 477.)
 - A. Situation (or occasion).
 - B. Transition.
 - C. Retrospective narrative, with climax.
 - D. Conclusion (return to original situation).
 For subjects see the first three suggestions under theme subjects suggested by the literature studied.

III. LETTERS:

- A. Teach the form of letters; e. g., Business Letter, Ward, 231; Clippinger, 113. Use Ward's punctuation for heading and address.
 - Heading.
 - Complimentary close.
 - Address.
 - Signature.
 - Salutation.
 - Body.
- B. Qualities of Business Letters, Clippinger, pp. 120, 121.
 - Clear (6 points for securing clearness).
 - Courteous.
 - Brief (but not brusque).
 - Tactful (Clippinger, p. 127).

IV. Write a business letter subscribing for a newspaper or magazine. (Ward, 235.)

Write a familiar note to a friend explaining why you can not keep a proposed appointment. (Ibid.)

Write a letter announcing the sending of a package.

Write a letter to a relative or friend expressing thanks for a gift.

Write a business letter asking for information.

Write a friendly letter to an invalid or a temporarily shut-in friend. (May contain narrative of interest to the recipient.)

V. THEME SUBJECTS:

A. Suggested by the literature studied. Assign:

1. Imagine you are an old man who spent his youth before the days of automobiles. Give your views on the new methods of traveling and tell the story of the Deacon's Masterpiece (Payne, p. 321) as if it happened in your boyhood home town. Conclude with a return to modern times.

2. Imagine you are an old man who sees in the newspaper a news story that suggests a cowardly or selfish act. Tell how cowards were treated in your boyhood in Massachusetts, imagining that you were present at the event described in Skipper Ireson's Ride (Payne, p. 296). Close with a conclusion on how punishment should be given.

3. A grandmother, answering the plea "Tell us a story," tells of her courting. Write an introductory fireside scene, tell the story of *The Courtin'* (Payne, p. 360) from Huldy's point of view, and conclude with the comments of the children.

4. *The Iliad*. Tell the story of a word quarrel between two friends (Iliad, book I, quarrel of Achilles and Agamemnon). Use a variety of "said" words, and use care in punctuating conversation.

B. Themes suggested in Ward, Nos. 17-40 inclusive.

C. Assuming a friend or classmate is at home ill, write for him a story of what happened at a party, a student body meeting, a class meeting, or a science laboratory period.

D. As in English 1, students may be allowed their own choice of subjects. Any suggestions not used in English 1 because of time limitations may be substituted for these in English 2, or used in addition.

E. Assign:

1. Sentences containing parts of speech studied in the grammar.

2. Sentences illustrating the punctuation rules studied.

3. Sentences illustrating the use of new words found in the literature.

ORAL

Continue work in oral composition once each week or for one-fifth of the term. Continue work on posture, enunciation, and definite, complete sentences.

Parliamentary Practice: Class practice in opening and closing a meeting, making motions and nominations. Assign the parts previously, if students show lack of initiative.

Continue work of review of classics, reading aloud, and reciting memorized selections, as suggested in English 1.

Magazine Reports: Suggesting which magazines to use, have the students report articles assuming the class has not read them.

Story Telling: Explain myth and legend, discuss the growth and place of both in literature, and assign—

Tell a fable or myth which you have read or heard.

Read to the class stories such as those in Frederick H. Law's *Modern Short Stories*, or other collections containing stories suitable for high school freshmen, and call on the class to tell the story. Where the stories are long, several students may take part in the telling of one story.

LITERATURE

Texts: Classics as indicated. Payne, American literary readings.

I. ODYSSEY—Palmer's Translation.

- A. Build up background of Trojan War from Gayley's "Classic Myths," Guerber's "Book of the Epic," or Bulfinch's "Age of Mythology."
- B. Theme and action used to develop it.
- C. Study individual characters as representatives of universal human traits.
- D. Study for beauty:
 1. Dramatic passages and incidents.
 2. Use of simile and metaphor.
 3. Contrasts in character and scenes.
 4. Epic characteristic. (Teacher should make clear the objective quality of the epic, use of epithets and figures.)

II. SUGGESTIONS FOR FURTHER CLASS READING:

- A. Sohrab and Rustum—Arnold.
- B. Iliad—Bryant's Translation.
- C. Bridge of the Gods—Balch.
- D. Other Wise Man—Van Dyke.
- E. Payne's Literary Readings:
 1. Skipper Ireson's Ride, p. 296.
 2. Wreck of the Hesperus, p. 579.
 3. The Deacon's Masterpiece, p. 321.
 4. The Courtin', p. 360.
 5. Kit Carson's Ride, p. 502.

MINIMUM ESSENTIALS

NINTH GRADE

To pass in freshman English, one must meet the following requirements:

1. Write a legible hand. Ward, pages 32, 33.
2. Observe proper form in margins, indentations, placing of the title, Ward, pages 31-34. Introduction, page 14.
3. Be able to copy accurately ten lines of either poetry or prose.
4. Use capitals properly in titles to themes and elsewhere. Ward, pages 32, 290, 298, 327.
5. Show properly where one sentence ends and another begins. Clippinger, pages 160, 161, 177, 178. Century Handbook, 18 and 19A.
6. Learn to distinguish the complete assertion from the phrase and subordinate clause. Ward, pages 36, 259, 305. Clippinger, pages 157, 455, 456. Century Handbook, 9 A and B.

7. Properly cancel incorrect expressions. The parenthesis marks do not cancel a word or passage. Do not erase. Draw a horizontal line through whatever is to be omitted.

8. Observe the rules for the use of the period, the question mark, the exclamation point, the comma, and quotation marks. Ward, rules 1-15.

9. Use the apostrophe correctly to show the possessive case of nouns, and refrain from using the apostrophe in the possessive of personal pronouns. Ward, pages 154-159.

10. Observe the following rules of syntax:

The pronoun subject of a sentence is in the nominative case.

A pronoun after a copulative verb is in the nominative case.

A pronoun agrees with its antecedent in gender, person and number.

A verb agrees with its subject in person and number.

A pronoun object of a verb or preposition is in the objective case.

11. Regularly punctuate and paragraph conversation properly. Clipping, pages 64, 527.

12. Know the parts of speech.

13. Distinguish between a transitive and intransitive verb. Ward, pages 50-51; 53-55; 105, 167, 365.

14. Know the principal parts of *do*, *go*, *see*, *come* and other common irregular verbs.

15. Analyze any ordinary sentence into its simple modifiers, its phrases and clauses. Ward, pages 256-282.

16. Distinguish simple, compound and complex sentences. Ward, pages 257, 271, 277.

17. Learn the four most helpful spelling rules. Ward, pages 16-31; 56, 236, 237. Century Handbook, 75, 76, 77.

18. Spell in dictated sentences forty-nine of fifty common homonyms.

19. Write our common compound words solid. Century Handbook, 78 D. Clipping, page 223.

20. Spell the following words correctly:

accidentally	naturally	separation
against	nickel	shepherd
amount	noticeably	secretary
approach	o'clock	similar
arrangement	occasionally	studying
athletics	opinion	surely
benefit	originally	supplies
captain	particularly	suspicious
committee	peaceably	successful
definitely	privilege	treasurer
development	possibly	unmanageable
disapprove	possess	victorious
embarrass	practically	village
enthusiastically	precede	villain
especially	prisoner	weird
few	recommend	woman
fourteen	religious	women
hurrying	replies	until
imagine	repetition	believe
judgment	receive	too
independent	ridiculous	all right
marriage	safely	

ENGLISH 3

GRAMMAR AND SENTENCE STUDY

Text: Clippinger, Written and Spoken English.

Time required: One-third of term or approximately six weeks.

- I. CLIPPINGER, Chapter 7.
 - A. Review in grammar forms and constructions. Use Ward's terminology. Two weeks (ten recitations).
 - B. Continue the use of the diagram. Use many sentences selected from other texts. Emphasize applications of technical grammar and grammatical relationships. Two weeks (ten recitations).
 - C. Drill persistently on the following points:
 1. Agreement of subject and verb.
 2. Case and number of pronouns.
 3. Clear and exact reference of pronouns.
 4. Position of modifiers.
 5. Correct use of adjectives and adverbs.One week (five recitations).
- II. SPELLING AND WORD STUDY. One week (five recitations).
 - A. Clippinger, Chapter 8.
 - B. Continue drill on words misspelled by students.

COMPOSITION

WRITTEN

In third term English continue narration and letter writing and introduce the study of description. In the longer themes in narration insist on organization and articulation, applying the principle of coherence.

A minimum of twelve written themes should be required.

Text: Clippinger, chapter 1, sections indicated.

Supplements: Read to the class descriptive sections from literature, and such descriptions of people or places as appear in *The Atlantic Monthly* from time to time.

THE WHOLE COMPOSITION

- I. DESCRIPTION:
 1. Aim to give a picture.
 2. Key word, appearance.
 3. Subject matter, a particular person or thing.
 4. Definition. Description is that kind of discourse that suggests how a particular thing appealed to the senses of the writer or speaker.
- II. THE PRINCIPLE OF COHERENCE is chiefly stressed in this term by teaching transition between parts, by use of proper construction, connectives, etc.
- III. DESCRIPTION:
 - A. Definition, Clippinger, page 23.
 - B. Kinds, Clippinger, page 24.
 - Scientific.
 - Artistic.

C. Point of view, Clippinger, page 24.

The point of view is the chief consideration in securing unity in description.

D. The framework and details, Clippinger, page 25.

E. Devices for developing descriptive paragraph.

Particulars and details, Clippinger, page 26.

Comparison and contrast, Clippinger, page 28.

F. The Outline, an aid to descriptive writing, Clippinger, pages 22, 23.

IV. FOR PLOT as an element in narration consult The Introduction.

V. IN THE LETTER writing assign actual letters to actual people. These may be of a vocational nature, students selecting a certain industry or profession for special study and writing to local or national leaders for information. Require some of the work, at least, in the usual form for posting—envelope and all. Encourage good taste in the selection of stationery, addressing of envelope, etc. Discourage affectation.

Study the characteristics of the social letter. Clippinger, page 42.
Assign:

Formal invitations and replies in the third person.

Informal notes of invitation, with replies.

Letter of congratulation, Clippinger, pages 48, 297.

Letter expressing sympathy to some friend who is bereaved or ill.

Letter expressing appreciation of hospitality recently received.

Letter requesting to be relieved from some committee appointment or assignment.

Letters to students in other towns describing your school or your town.

VI. THEME SUBJECTS:

A. Suggested by the literature studied. Assign:

1. *The Ancient Mariner*—(a) Study descriptive sections of the *Ancient Mariner*, noting especially the descriptive words. Do you see the picture? Does it stir any feelings in you of admiration or fear or disgust? Write a description of a snow-bound cottage; a dry and neglected garden; a wrecked ship. Underline your descriptive words. Aim to make the reader feel as you did when you saw, or imagined you saw, the subject. (b) Write a description of *The Ancient Mariner*, imagining you met him on the street yesterday. (c) Refer back to *Retrospective Narrative* in English II for review. The *Ancient Mariner* is of that type. Use one of the suggested subjects from English II, or a similar one.

2. *As You Like It*—(a) Describe the scenes in which *As You Like It* is imagined to have occurred. Remember that on the Elizabethan stage there was no stage scenery, but the audience imagined the setting. Notice that you find no stage directions as in modern plays. (b) Contrast the Elizabethan theater with the modern or write a description of the Elizabethan theater. (This gives exercise in description and may serve as an introduction to exposition. The writing will be done after the teacher

gives careful description and blackboard diagrams, accompanied by illustrations if obtainable.) Long's English Literature—see all references to the subject—will furnish good material.

- (c) If time permits use three days for the writing of a simple play. (1) Plot outline. (2) Descriptions of characters and settings. (3) Speeches. Limit to two or three characters. Before writing discuss the limitations of stage scenery and encourage the writing of a play which could be presented easily.
- B. Use the suggestions in Clippinger, chapter I, section 11, page 12; section 14, page 14; section 17, page 16; section 24, page 27; section 27, page 30; section 29, page 32; section 34, page 37.
- C. Assign one long narrative in which description of character and setting shall be an important feature. Show that description is repeatedly linked with other types of composition and is important in all forms of literature. In preparation make lists of synonyms, and work for accuracy of detail in the theme.
- D. For good English week assign either narration or description or exposition. The narration may be modeled after a myth or fable; the description—write a description without good descriptive words, rewrite it, giving shape and color, and study the improvement; the exposition may be on the purpose of the movement, reasons for it, what is being done in the schools, etc.
- E. Outline *The Ancient Mariner* according to scene and *As You Like It* according to acts and scenes. Notice that while the poem is not formally divided into scenes as is the play a successive change of scenes takes place.

ORAL

There should be twelve oral themes assigned during the year.

Continue work on enunciation and posture. Work insistently and energetically on correct grammar and complete sentences. See English III, Composition—Written, Outline on the Sentence, sections 4 and 5, Unity and Coherence.

Parliamentary Practice and Current Events—Study Roberts' Rules of Order. Review the elements of parliamentary practice previously studied; add extemporaneous organization of the class into an organized group for transacting business and for discussion of current events reported by members. These reports and discussions may be assigned previous to the class meetings.

Literature—Review, in oral narration, the literature read in class. In reading *As You Like It* assign the parts to students for oral reading. Continue giving memorized selections.

Description—Describe in oral themes persons, places or objects. Advance to description in which the point of view changes. Clippinger, chapter I, section 21, page 21; section 32, page 34.

Stories—Discuss the place of humorous stories or anecdotes in conversation, after-dinner speeches, or for illustration of a point. Practice telling such stories, and discuss the possible uses of those given by students. Stories of the sayings of small children are good material for this use. Preceding the class work the teacher should give illustrations.

LITERATURE

Texts: Classics as indicated.

THE ANCIENT MARINER:

- A. Theme and its significance; quote to illustrate. Apply theme to life.
- B. Study form: Poetic introduction, dramatic method introduced, imagery, diction, metrical form and melody, contrasts, figures (review simile, metaphor; add metonymy, alliteration, and onomatopoeia). (Dore's illustrations of *The Ancient Mariner* are good.)

II. AS YOU LIKE IT (See Drama in introduction):

- A. Theme and its treatment in comedy form.
- B. Character studies: Naturalness, human appeal, humorous attitude.
- C. Dramatization and oral reading of many scenes.
- D. Memorization and application to life of many speeches, or

MERCHANT OF VENICE:

- A. Theme and its development through a combination of four stories.
- B. Character studies; contrasts, motives.
- C. Oral reading of many scenes.
- D. Memorization of many passages.

III. SUGGESTIONS FOR FURTHER CLASS READING:

- A. *Ivanhoe* (Scott).
- B. *Quentin Durward* (Scott).
- C. *Twice Told Tales* (Hawthorne).
- D. *The Alhambra* (Irving).
- E. *Up from Slavery* (Washington).
- F. *The Little Minister* (Barrie).

ENGLISH 4

GRAMMAR AND SENTENCE STUDY

Text: Clippinger, *Written and Spoken English*.

Time required: One-third of term or approximately six weeks.

I. CLIPPINGER—Chapters 5, 6, and 14.

- A. Kinds of sentences and punctuation. Use Ward's definition of the compound sentence. (See *Sentence and Theme*, page 258).
 1. Continue use of diagram.
- B. Emphasize the arrangement of sentence parts for the sake of clear meaning, thus incidentally bringing out the principles of unity, coherence and emphasis.
- C. Drill on the avoidance of the three types of sentence errors.
 1. Comma blunder.
 2. Incomplete sentence.
 3. Run-on sentence.

COMPOSITION

WRITTEN

In English 4, narration and description are continued for sustained practice and drill. Exposition and argumentation are introduced. Strive for correlation in applying the principles of unity, coherence, and empha-

sis, to the sentence, the paragraph, and the whole composition, showing how the use of each of these principles in building the smaller unit is paralleled, in general, in the building of the larger unit. By relating all detailed instruction to the fundamental principles, and by occasional summaries, outlines, and diagrams, try to clinch each step in advance, making it, both in practice and in theory, an actual possession of the student.

Text: Clippinger, Written and Spoken English, chapters III, IV.

THE WHOLE COMPOSITION

I. REVIEW THE OUTLINES FOR

- A. Narration (see English I)
- B. Description (English II) and add
- C. Exposition:
 - 1. Aim, to make clear an idea.
 - 2. Key word, explanation.
 - 3. Subject matter, general or abstract ideas.
 - 4. Definition. Exposition is that form of discourse that explains general or abstract subject matter.
- D. Argumentation:
 - 1. Aim, to prove a proposition.
 - 2. Key word, conviction.
 - 3. Subject matter, a declarative statement called a proposition.
 - 4. Definition. Argumentation is that kind of discourse the chief purpose of which is to change the opinions of others so as to cause them to believe or to act as the speaker or writer wishes them to believe or to act. (Clippinger, 132.)

II. TYPES OF EXPOSITION:

- A. Exposition by definition (Clippinger, 79):
 - 1. Definition by synonyms.
 - 2. Definition by logic.
 - 3. Examples.
 - 4. Enumeration of details.
 - 5. Comparison.
 - 6. Contrast.
 - 7. Cause and effect.
- B. Exposition by division:
The outline. See Clippinger, 90, 246, 247.

III. LETTERS:

- A. Appointment for business meeting with a business man.
- B. Explaining unavoidable delay or canceling of engagement. (Remind the students that such a letter should not be necessary often.)
- C. Notifying change of address, Clippinger, 121.
- D. Requesting a recommendation, Clippinger, 123.
- E. Expressing appreciation of letter of recommendation.
- F. Inviting another school or a society of another school to hold a joint contest, Clippinger, 135.
- G. Making application for a position, Clippinger, 281.
- H. Requesting a statement of your account.
- I. Calling attention to an error in your account.

- J. An order, in tabular form, for books, Clippinger, 125.
- K. Request to a higher institution of learning for a copy of its catalogue.
- L. Of introduction, Clippinger, 355.
Informal and formal, business and social.
- M. An application for a position during the summer.

IV. THEME SUBJECTS:

- A. Suggested by the literature studied:
 - 1. Introduce story as a form in which narration and description are combined. Outline Gareth and Lynette. For a long theme use the plot of Gareth and Lynette in a modern story.
 - 2. Select as models from *A Tale of Two Cities* descriptions of places and such excellent personal descriptions as those introducing Jerry Cruncher, Mr. Lorry, Lucie, or Miss Pross. Write a character sketch of some one you know; of an imagined character. Notice the emphasis of some particular feature—Lucie's forehead, Jerry's hair.
- B. Use the theme suggestions in Clippinger, chapter I, section 11, page 94; section 13, page 96; section 23, page 105; section 26, page 106; section 31, page 108.
- C. In connection with parliamentary practice call for written reports from secretaries, treasurers and committee chairmen.
- D. In connection with paragraph study, write condensations of paragraphs in *A Tale of Two Cities*.
- E. Require themes to contain a variety of sentence forms, simple, complex and compound. Have students make lists of the types used in order to test the variety. Ward, lesson 66.

ORAL

The requirement is the same as for English III.

Parliamentary Practice—Review features previously studied, and add the reading of secretaries' and committees' reports.

Conversation Exercises—Assign:

- Make personal application for a position.
- Sell goods or take magazine subscriptions.
- Answer calls in an office.

Debate—In connection with parliamentary practice, introduce debate, first informally in connection with editorials taken for study from magazine or newspaper; follow with formal debates on simple subjects, stressing form. Emphasize in practice the sentence unity and coherence and the unity and coherence of the whole subject matter.

Exposition—Assign: Short talks on how to make something or how to do something. Clippinger, chapter III, section 7, page 85; section 18, page 102; section 20, page 102.

Assuming some one has asked for directions to a certain place, tell clearly how to go, using particular details and a diagram, with directions properly indicated.

LITERATURE

Texts: Classics as indicated.

I. GARETH AND LYNETTE:

- A. Teacher should introduce the work with a presentation of the Idylls as a cycle. Read to the class "The Dedication," "The Coming of Arthur," and "The Passing of Arthur," and tell the story of Guinevere, if it is not read outside.
- B. Library work and reports on chivalry, with other stories retold.
- C. Theme and its development with special reference to the allegory.
- D. Ethical import with definite applications to modern life.
- E. Character studies, especially contrasts; i. e., Arthur and Lancelot, Guinevere and Elaine, Gareth and Lynette.
- F. Beauty; imagery; specific phrases; melody, figures (review simile, metaphor, metonymy, alliteration and onomatopoeia; introduce personification and apostrophe).
- G. Memorization: The vow (from Guinevere), "I made them lay their hands in mine—until they won her."

II. A TALE OF TWO CITIES. (See introduction under Novel.)

- A. Preliminary reading or discussion of first few chapters, before assignment is made, to forestall indifference, eliminate difficulties, and arouse curiosity. Then allow students to read the book.
- B. Theme and broad lines of development.
- C. Ethical element with comparisons of modern situations.
- D. Character studies; motives, struggles, triumphs, types or individuals, victims.
- E. Visualization of vivid descriptions, actions, and dramatic incidents.
- F. Structure; plot as determined by characters or setting: Subplot and its purpose; foreshadowing; mystery; suspense. climax, solution.

III. SUGGESTIONS FOR FURTHER READING:

- A. Lancelot and Elaine.
- B. Guinevere (to be read with the study of the Idylls).
- C. David Copperfield—Dickens.
- D. Oliver Twist—Dickens.
- E. Farewell Address—Washington.

MINIMUM ESSENTIALS

TENTH GRADE

To pass in sophomore English one must meet the following requirements:

1. Continue the requirements of freshman English.
2. Distinguish coordinate conjunctions from subordinate. Learn the four coordinate relationships and seven subordinate relationships. Clippinger, pages 440-449. Century Handbook, 36 and 39 D.
3. Recognize the relationships expressed by the relative pronoun and the conjunctive adverb. Clippinger, pages 440, 443. Century Handbook, 17, 58.
4. Shape material into a topical outline. Clippinger, pages 89-91; 246-248.

5. Observe the rules for the use of the semicolon and colon. Clippinger, pages 525, 526. Century Handbook, 92, 93.

6. Distinguish by use the kinds of paragraphs—introductory, usual, and summary. Century Handbook, 88 B. Clippinger, pages 18-21; 285-289.

7. Substitute good usage elements for common barbarisms and improprieties. Clippinger, pages 507-509. Century Handbook, 66.

8. Refer automatically to the dictionary when in doubt. Clippinger, 218-221.

9. Observe acceptable usage in informal letters. Clippinger, pages 42-43; 353-356.

Write a business letter perfectly as far as form is concerned. Ward, pages 231, 235. Clippinger, pages 113, 117, 119, 120, 121, 125, 127, 130. Use Ward's punctuation.

Eliminate the dangling participle, or shift of sentence structure, and weak and divided reference. Century Handbook, 20-27; 32, 33. Clippinger, page 474.

10. Recognize the nature and function of infinitives and participles. Clippinger, pages 164-169; 433, 434; 474, 475, 544. Century Handbook, 23, 29, 37, 50, 55, 58.

11. Interpret corrective marks accurately. (See Introduction, page 15.) Clippinger, pages 554-557.

12. Spell the following words correctly:

abbreviation	courteous	obstacle
accuracy	customary	prejudice
aggravate	democracy	proceed
ancient	descendant	procedure
announcement	dissipation	professor
annually	ecstasy	rehearsal
anxious	electric	restaurant
assistant	exaggerate	sophomore
attendance	extraordinary	superintendent
bulletin	foreigner	supersede
calendar	gymnasium	specimen
carriage	irrigation	sympathize
college	intellectual	tragedy
conscientious	innocence	unnecessary
considerably	license	vengeance
contagious	management	visible
courtesy	miscellaneous	

ENGLISH 5

GRAMMAR AND SENTENCE STUDY

Text: Clippinger, Written and Spoken English.

Time required: Approximately five weeks.

I. CLIPPINGER—Chapter 15. Two weeks (ten recitations).

A. The complex sentence. Emphasize the choice and use of connectives; also stress the proper coordination and subordination of parts of the sentence.

II. CLIPPINGER—Chapter 16. Two weeks (ten recitations).

A. Unity, coherence and emphasis.

1. For drill work, use sentences from class themes, composition texts, etc., illustrating errors due to disregard of these principles.
2. Whenever possible have personal conferences with pupils concerning their individual errors.

III. REVIEW grammatical structure and diagramming. One week (five recitations).

IV. CONTINUE DRILL in punctuation and spelling.

COMPOSITION

WRITTEN

The course in composition does not attempt to dispose of any one form of discourse or any one principle of composition or quality of style at a single stroke. Rather, the subject is attacked again and again, until the habit of right usage is established. The treatment of any topic does not involve mere repetition, however; it is cumulative, leading from simple to complex, and from elementary to advanced forms. In the four terms of the first two years, practically the whole field of composition has been covered in an elementary and constructive fashion, giving the student who progresses thus far a working acquaintance with the elements of good usage and the principles of style.

In English 5 the newspaper and periodical are studied in class, both for the purpose of recognizing and practicing the various forms of expression, such as the editorial, the news report, the book review, and the short story, and for the purpose of establishing standards of judging the value of a periodical. In the Introduction an elementary scheme of news writing is outlined for those schools which have a school paper or a contributing staff to the local paper. The editorial is treated as a form of journalistic exposition.

Nine written themes should be required, or their equivalent in news reporting, etc. The written and oral themes may be alternated, one week and the next.

Text: Clippinger, Written and Spoken English, Chapter IX.

THE WHOLE COMPOSITION

- I. THEMES that show organization and articulation—careful prevision and nice joining together.
- II. KEEP STRESSING the three fundamental principles, unity, coherence, and emphasis, as applied to each new type of discourse taken up—in this term exposition in the form of the news article and the editorial.
- III. NEWS WRITING, where conditions permit the actual publication of news prepared by students, is one of the most effective means of teaching composition. Clippinger, chapter IX, and the Introduction to this course of study in English, give the essentials of instruction in elementary news writing. Where the teacher finds

that conditions for publishing school news are not favorable, and prefers to teach dramatic writing (conversation, dialogue, and elementary drama) she may substitute from chapter XI in Clippinger the study of drama for the study of news writing. In this case study carefully the sections on drama and plot in the Introduction.

- IV. LETTERS. Letters of inquiry (various specified types), Clippinger, 279, 280, 352, 353; letters of application, *ibid.*, 281, 282; letters of request, *ibid.*, 283; letters of gratitude, *ibid.*, 283, 284; letters of information, *ibid.*, 354.

Write friendly letters to students in other places. These should be expository in nature, and may deal with local manufacturing or industries, school organizations, how an athletic benefit was managed, etc.

V. THEME SUBJECTS:

- A. Suggested by the literature studied:
1. Character sketches of characters in the plays read.
 2. If suggestions for description and exposition on the Elizabethan theater were not used in English 3, they may be used here.
 3. Write an article on the effect of moving pictures on the popularity of and development of the drama.
- B. Use the assignments for written work found in Clippinger, chapter IX.
- C. Introduce reports on books read, with aim to arouse enthusiasm for the book. If possible confer with students individually previous to writing; if not, discuss purpose and work out plans in class.
- D. For Good English Week write a simple play suitable for production before the class or student body; or write articles for newspapers explaining the purpose of Good English Week and the means to achieve the purpose; or write news reports of what has been done about it in your school; or an editorial or sketch on it for the school paper.
- E. Work on news and editorial writing as suggested in IV and V above. Use outlines in editorial writing.
- F. Use suggestions for vocabulary development found in Introduction.

ORAL

During this term nine oral themes should be given by each student.

Parliamentary practice: Review parliamentary practice, including all features previously studied. In addition give as part of the practice meeting program expository talks of varied length, ranging up to five minutes. Practice both from notes and without them.

Oral Discussion: If possible, subscribe to the Literary Digest or Independent for study of different types of magazine writing—book review, news, editorial, (verse if time permits), etc., and discuss these in class.

Exposition: Students of science may give a talk on some experiment performed in the laboratory. History students may give a resume of the historical events leading to some important climax, or a biography of a character studied.

Discuss school and community affairs with a view to writing them for news publications.

Use the assignments for talks found in Clippinger, chapter IX.

Story telling: Discuss the place of anecdote and humorous story in exposition and argumentation. Assign a discussion in which a short story or anecdote has a place.

Dramatization: If the size of the class permits, dramatize plays or selections from plays. Be sure that each member of the class has some part in the work from time to time, even though it is merely collecting stage furniture. Members who do not take part in the play may be called upon for costuming or for making posters, advertising, newspaper write-ups, etc. Where there is more than one section of English 5 the sections may entertain each other with plays if time permits. In some cases the work may be presented before the student body or in literary societies.

LITERATURE

Text: Long. English Literature. Classics as indicated.

I. DRAMA:

A. Shakespeare (two plays): (See Introduction under Drama.)

1. Macbeth

a. Develop the quality of tragedy as it results from motives and action; stress Nemesis.

b. Character studies and contrasts, especially Lady Macbeth and Macbeth, Macbeth and Macduff; or

Julius Cæsar

a. Theme and its development in tragedy.

b. Character study; contrasts and foils; motives, especially in Brutus and Cassius.

c. Political situations in comparison with modern affairs.

2. Midsummer Night's Dream

a. Theme and its light treatment in fairy element; or
The Tempest

a. Theme

b. Characters: Nobleness, naturalness.

c. Lyric quality.

Study the origin of the drama and its growth through the Mystery and Morality plays from Long's "History of English Literature." Stress Shakespeare. If the teacher desires she may herself review the characteristics of Greek drama for the class.

III. SUGGESTIONS FOR FURTHER CLASS READING:

A. Abraham Lincoln—Drinkwater, may be obtained in Riverside edition.

B. Melting Pot—Zangwell—Henry Holt & Co.

C. The Piper---Peabody.

D. The Blue Bird—Maeterlinck.

E. Servant in the House—Kennedy.

- F. King's Threshold—Land of Heart's Desire—Yeats.
G. Spreading the News—Rising of the Moon—Lady Gregory.
H. Echoes of the War—Barrie.

ENGLISH 6

GRAMMAR AND SENTENCE STUDY

Texts: Clippinger, Written and Spoken English. Greever and Jones, Century Handbook of Writing.

Time required: Approximately four weeks.

- I. CLIPPINGER—Chapter 17. Two weeks (ten recitations).
A. Use such portions of this chapter as seem to fit the needs of the class. Use some supplementary work of this type if necessary.
- II. GREEVER AND JONES, pages 118-143. Two weeks (ten recitations).
A. Diction and word study.
1. Emphasize need of a good vocabulary and sense of discrimination in use of words.

COMPOSITION

WRITTEN

In English 6 the theme requirement is the same as for English 5.

Text: Clippinger, Written and Spoken English, Chapter X.

Supplement: Tanner, Essays and Essay Writing, Atlantic Publication.

THE WHOLE COMPOSITION

- I. THEMES calling for several paragraphs, involving organization through an outline, with main topics and subtopics.
- II. CONTINUED ATTENTION to the observation of the fundamental principles of style—unity, coherence, emphasis.
- III. THE ESSAY. Definition: "The essay is a short piece of discourse not intended to be a complete and exhaustive treatment of a subject but an expression of personal opinion. Its chief value lies in the original and interesting point of view of the author."
- A. Characteristics of the Essay:
1. Chief expository.
 2. May employ narration and description.
 3. Style is important—individual, artistic.
 4. Structure not important, as in story, drama, etc.
- B. Treatment of Essay:
1. Formal; e. g., Carlyle's Essay on Burns; Macaulay, Boswell's Life of Johnson.
 - a. Subject matter: Serious, involving problem or truth calling for reflection.
 - b. Purpose: To inform and interest as well as to entertain.
 - c. Plan: Has organization and definite plan of its own; but is not bound by structural limitations like the drama, novel or story.
 - d. Style: Analytical, formal, more or less elevated.

2. Informal; e. g., Lamb's Roast Pig, Poor Relations; Addison's Sir Roger de Coverly.
 - a. Subject Matter: Current issues and customs; personal reflections or recollections; whims, vagaries, etc.
 - b. Purpose: To entertain and stimulate; to state opinion by gentle irony or playful argument; to exhibit follies and thereby suggest reform.
 - c. Style: Informal, individual, graceful and easy.
- C. Types of the Essay:
 1. The speech, on occasions, e. g., the toast.
 2. The lecture, address, or oration (formal essay).
 3. The literary criticism, Clippinger, 307-324.
 4. The editorial, Clippinger, 264-266.
 5. The book review.
 6. The biography, Clippinger, 300-305.
 7. The character sketch.
- D. Types to be specifically treated this term:

The biography or character sketch and the book review or literary criticism. Both to be treated in the manner of informal essay. The formal essay is not to be attempted as original composition.

 1. Biography or Character Sketch, Clippinger, 300-305:
 - a. Problem for solution:

To avoid the purposeless enumeration of mere facts, and to insure a clear and definite object for the selection of significant details, choose some one central idea as the "problem" of the biography; e. g.:

 - The effect of the man's life on his age or environment.
 - His philosophy of life.
 - His ideals, or life purpose.
 - His handicaps or hardships.
 - His services or accomplishments.
 - His character or personality.
 - His position in life.
 - b. Solution of the problem:
 - By rejection of all irrelevant facts.
 - By inclusion of all relevant and significant facts.
 - By obedience to the principles of unity, coherence, and emphasis.
 - By an attitude of truthful, appreciative but not merely eulogistic interest in your subject.
 - c. Conclusion:

The clinching of the purpose for which the sketch is written; to show some distinguishing characteristic of the person written about.
 2. The Literary Criticism or Book Review. Types:
 - a. The appreciation.
 - b. Interpretative criticism.
 - c. Judicial criticism.
 - d. Impressionistic criticism.
 - e. Biographical criticism.

f. Philosophical criticism.

Treatment. Like the biography, the book review should involve a definite problem, and a thorough plan of developing it:

a. Know the book.

b. Analyze it.

c. State your problem.

d. Develop this problem honestly, fairly, but enthusiastically by rigidly using the principles of selection; using situations, characters or quotations from the book to substantiate your statements.

e. Give your personal reaction on the book.

f. Keep your audience and your purpose in mind.

IV. LETTERS:

Write friendly letters to little children and to elderly people. Remember the necessity of considering the person to whom the letter is written.

Write a letter to an intimate friend in which you express some recent idea of yours and treat it as an informal essay.

V. THEME SUBJECTS:

A. Suggested by the literature studied:

1. Short informal essays. Stress central idea, and illuminating material—historical allusions, personal experiences, humor, etc. Use Tanner's Essays and Essay Writing. Read from it for models and see list of titles at end of book.

Write from an outline, submitting outline with essay.

2. Use the material in *Silas Marner* as a basis for description of country or for character sketch. For example, in a one-page sketch portray Godfrey Cass, or Dolly Winthrop, summing up the characteristics revealed in the novel.

Write a character sketch of an acquaintance; of a person you should like to use for the central figure in a story.

3. Select a lesson which you think George Eliot strives to teach in this novel and discuss in an expository theme the material which she uses for the purpose.

Following oral work on local historical stories. (See Oral Comp. E. VI.)

B. Prepare a collection of papers on local history, industries, proposed reforms, and improvements; and biographies of some historical or interesting characters connected with the town, each student handling some phase of the work. Encourage consultation with authorities outside of school wherever interviews can be arranged without inconveniencing them. Some of these may be acceptable to local newspapers or suitable for publication in school papers. They may be submitted in the annual essay contest "Know Oregon First", conducted by the Oregon Council of English in competition for the Almack loving cup.

C. Use the theme assignments in Clippinger, chapter IX.

- D. Write a biography of some one you know.
Write an autobiography.
- E. As in English 5, use methods for increasing vocabulary as suggested in Introduction.

ORAL

Assign talks in which the student shall have practice in answering such questions as "What is the chief industry in your town?" "Tell me about the school system in your town." "What kind of student body organization have you in your school?" "Tell of the banking facilities of your town—the kinds of banks, their clients, whether town or rural, and their influence in fostering public enterprises."

Prepare a speech for eighth grade students, an exposition which may be memorized and given orally or given from notes, on some phase of high school activities which will be of interest to them—athletics, boys' or girls'; student government; student body organization; literary societies; music clubs; etc. Of still greater value may be talks on certain courses, such as Domestic Science or Art, Manual Training, Music or Glee Club, Drawing, etc. Even a discussion of high school English might be of interest to eighth graders if presented in such a way as to arouse their interest. Wherever possible arrange that these may actually be given to eighth grade students.

Story telling: If time permits, practice on stories suitable for fire-light gatherings—that is, the informal group of friends. Among these may be stories merely entertaining, such as ghost stories, in which cultivate atmosphere; they may be detective stories, or stories of interesting happenings to relatives or friends, that is, true stories; or stories of animals.

In the course of the term have each student acquaint himself with some story of what happened in the early life of the town. These stories **may** be had from parents or grandparents, or friends who are especially interested in local history, or from an early settler who will delight in telling his story.

These should be given to the class by the students.

Speech-making: Organize the class into groups for after-dinner speeches. Assign to certain students the position of toast-master and aid them in selecting general themes for talks and assigning subdivisions to others. Have the head of each group conduct his section of the class hour as at a dinner. Beware of choosing too large a subject.

See Clippinger, Chapter X, Section 16, page 303, Section 26, page 323.

LITERATURE

Texts: Long, English Literature. Classics as indicated.

- I. SIR ROGER DE COVERLY PAPERS. Suggested selections: The Spectator, No. 1; The Spectator Club, No. 2; Sir Roger's Servants, No. 107; Sir Roger and Will Wimble, No. 108; Sir Roger's Ancestors, No. 109; Sunday with Sir Roger, No. 112; Sir Roger in Love, No. 113; Moll White, the Witch, No. 117; Country Manners, No. 119.
- See introduction under Essay.
 - Study characters, especially method of treatment.
 - Humor and satire.

- D. Manners and customs.
 - E. Characteristic of informal essay.
- II. CARLYLE'S ESSAY ON BURNS, and Burns's poems in the Ginn & Company edition.
- A. See introduction under Essay.
 - B. Ethical quality and human appeal.
 - C. Estimates of a man's worth.
 - D. Treatment of poetry as an expression of sincerity of author. (Established standards for judging poetry and use in reading of modern poetry.) Compare modern poets, Brooks, Seeger, with Burns.
 - E. Model for more formal essay.
- III. SILAS MARNER. (See introduction under Novel.)
- A. Preliminary work in class.
 - B. Time for reading.
 - C. Discussion: In "Silas Marner" stress character.
- IV. SUGGESTIONS FOR FURTHER CLASS READING:
- A. The Vicar of Wakefield.
 - B. Dr. Jekyll and Mr. Hyde.
 - C. Poems of the Great War. (These may well be used after the study of the Burns essay and poems. If the poems are accessible pupils may read and give reports on them; if not accessible to the class, the teacher can read them.)
 - Smith of the Third Oregon—Mary Carolyn Davis. (Also known as "Autumn in Oregon." May be found in the volume "Drums in Our Streets" and in McClure's, October, 1918.)
 - The Spires of Oxford—Winifred M. Letts. (In a Treasury of War Poetry—Houghton-Mifflin, p. 87.)
 - Vive La France!—Charlotte Holmes Crawford. (In a Treasury of War Poetry, p. 31.)
 - Fleurette—Robert W. Service. (In Rhymes of a Red Cross Man, and also in a Treasury of War Poetry, p. 215.)
 - The Soldier—Rupert Brooke. (In a Treasury of War Poetry, p. 152.)
 - Campagne—1914-1915—Alan Seeger. (In a Treasury of War Poetry, p. 160.)
 - I Have a Rendezvous With Death—Alan Seeger. (In a Treasury of War Poetry, p. 151.)
 - In Flanders Fields—Col. John McCrae. (In the Ladies' Home Journal, November, 1918.)
 - In the Midst of Them—Margaret Bell Marril. (In School Service.)
 - Old Glory—Riley.
 - America for Me—Van Dyke.

Study essay type and development from Long's History of English Literature. Without much attention to minuteness bring out the salient features on rise of the novel.

MINIMUM ESSENTIALS

ELEVENTH GRADE

To pass in junior English one must meet the following requirements:

1. Continue the requirements for freshman and sophomore English.
2. Organize material into an acceptable expository outline. Century Handbook, 86. Clippinger, pages 87-91.
3. Write a clear report.

4. Apply the principles of unity, coherence, and emphasis in sentences, paragraphs, and themes. Century Handbook, pages 10-50. Clippinger, chapter XVI.

5. Use words with a sense of discrimination. Clippinger, pages 233-239; 488-509. Century Handbook, 60-70.

6. Use subjunctive mood when the sense requires it. Century Handbook, 58, 55 d. Clippinger, page 544.

7. Determine the proper sequence of tenses. Century Handbook, 33, 55. Clippinger, pages 197-204; 543.

8. Distinguish between the restrictive and nonrestrictive modifier, and know the usage in regard to punctuating either. Century Handbook, 91 d. Clippinger, pages 430-437.

9. Eliminate the dangling participle, or shift the sentence structure, and weak and divided reference. Century Handbook, 20-27; 32, 33. Clippinger, page 474.

10. Write an editorial and news story. Clippinger, pages 251-269.

11. Spell the words given in the Century Handbook, page 79.

12. Distinguish coordinate conjunctions from subordinate. Learn the four coordinate relationships and seven subordinate relationships. Clippinger, pages 440-449. Century Handbook, 36 and 39 d.

13. Recognize the relationships expressed by the relative pronoun and the conjunctive adverb. Clippinger, pages 440, 443. Century Handbook, 17, 58.

ENGLISH 7

GRAMMAR AND SENTENCE STUDY

Text: Greever and Jones, Century Handbook of Writing.

Time required: Four weeks.

I. GREEVER AND JONES, pages 3-88. Four weeks (twenty recitations).

A. A more complete study of the principles of sentence structure. Do not insist upon the terminology used here, but make clear all principles involved.

1. Whenever possible, bring out the principles through grammatical analysis and diagramming. (See diagram models.)

COMPOSITION

WRITTEN

In English VII the cumulative process of dealing with composition is exemplified in the study of argumentation. This form of discourse, the fourth to be studied, is now quite fully treated, with exercises in the drawing of briefs, and in the presentation of proof by inductive and deductive reasoning, and the effective characteristics of persuasion. Parliamentary law is discussed and practiced. Debate is an important feature of the work. The organization and composition of the long debate, involving library research and wide gathering of material, is the consummation of the study of argumentation.

There should be nine written themes. These may alternate with the oral themes. Three, at least, should be themes of approximately 1,000 words.

Text: Clippinger, Written and Spoken English, Chapter XII.

THE WHOLE COMPOSITION

- I. ARGUMENTATION, the chief study of the term, calls especially for organization and for obedience to the principles of unity, coherence and emphasis.
- II. STRIVE FOR EASE and grace as well as correctness and accuracy.
- III. RELATIONSHIP between argumentation and the other forms of discourse. (See English I, III and IV, this outline, for outlines of the four kinds of discourse.)
- IV. REASONING, an essential of argumentation and persuasion. Defined, Clippinger, page 389:
 - A. Kinds:
 - 1. Inductive, Clippinger, page 360. Reasoning from particular facts to a law.
 - a. Do not draw conclusions from insufficient evidence.
 - b. Test all evidence to see that it is true. Do not accept as true evidence that is not true.
 - 2. Deductive, Clippinger, page 362. Reasoning from a law to a particular proposition.
 - 3. Judgment, Clippinger, page 363. Judgment is the power of seeing relations between laws and particular facts and thereby (a) formulate a law from particular facts (inductive) or (b) arrive at a particular conclusion by comparing a fact with a general law (deductive).
 - B. Process in Act of Deductive Reasoning, Clippinger, page 363:
 - 1. A law or general reason, stated or implied.
 - 2. A particular reason.
 - 3. The conclusion. (Example, Clippinger, page 365.)
 - C. The Proposition (corresponds to topic sentence):
 - 1. Errors in the major premise, assuming that a law is true when it is not necessarily true.
 - 2. Errors in the reason: (a) Giving a reason that is not true; (b) giving a reason that does not help prove the proposition.
 - 3. Errors in the conclusion, assuming that the conclusion is governed by the law when it is not necessarily governed by it.
 - D. Forms of Deductive Reasoning, Clippinger, page 369:
 - 1. From cause to effect. (See Paragraph, English III, IV.)
 - 2. From effect to cause.
 - 3. By analogy based on the principle that when one law is applied to two similar cases the conclusion should be the same or similar.
 - 4. Reduction to the absurd; sometimes a form of analogy. (Example, Clippinger, page 371.)
- V. ARGUMENTATION. Clippinger, pages 132-150.
 - A. Definition, Clippinger, page 132.
 - B. Subject, general idea or term.
 - C. The Proposition (corresponds to topic sentence):
 - 1. Must be definitely and accurately stated. Clippinger, page 143.
 - 2. Should comprehend the issues.

3. Should limit the question. Clippinger, page 144.
4. Terms in proposition should be defined by agreement. Clippinger, page 145.

D. Methods of Argumentation:

1. By reasoning (see above, IV).
2. By appealing to the emotions.

E. Evidence—Proof of the Proposition:

1. Assertion is not evidence; it must be supported by logic, facts, or authority.

F. The Issues:

1. Points of controversy.
2. The "special issue," the one reason upon which the argument depends.

VI. THE BRIEF. Clippinger, 388.

A. Definition. The brief is an outline or summary of the explanation and the evidence used in the argument.

B. Principal Parts:

1. Introduction:

- a. Tells how question arises, and gives all necessary information for intelligent reading of the brief.
- b. Defines all terms.
- c. Notes points admitted by both sides.
- d. States the issues.

2. Discussion (brief proper):

- a. Main proposition.
- b. Supported by subordinate propositions.
- c. Which in turn may be supported by propositions of minor grade.
- d. Main divisions correspond to main issues.
- e. All divisions framed as complete statements.
- f. Transitions from main to subordinate and minor statements should be clearly expressed, usually by "for" or "because."
- g. Obeys the principles of unity, coherence, and emphasis. Coherence especially important.

3. Conclusion:

Analyzes and summarizes the argument, with clinching statement of the conclusion. (Example of Brief, Clippinger, pages 390, 391.)

VII. LETTERS:

Write argumentative letters; e. g., Clippinger, chapter XII, section 13. Review all business letters.

Write letters the purpose of which is to convince, such as in trying to sell goods, or to argue a business or political proposition. Remember that tact consists largely in remembering the other man's viewpoint. See Clippinger, chapter IV, especially section 14, page 127; section 5, page 120; and section 31, page 148.

Write letters to seniors in other schools, or, if satisfactory arrangements can be made, to college students.

VIII. THEME SUBJECTS:

- A. Suggested by the literature studied.
 1. Outline Hamlet, writing a summary for each act and scene.
 2. Write a short narration of modern times, in which the characters, though modern, have the characteristics of some of the people in Henry Esmond.
 3. Outline the speech chosen from the suggestions for study.
- B. Write a story, having outlined the plot, and make use of narration, description and exposition in developing it.
- C. Use the suggestions in Clippinger, chapter XII, section 9, page 372; section 11, page 373.
- D. Write argumentative themes using questions of school and community interest, or of state and national interest; e. g., all students should vote in a student body election. Our town (or school) should organize a tennis club. ——— street should be improved.
- E. Write newspaper reports of debates held, summing up the arguments of both sides, using the essentials, and making the report unprejudiced.
- F. For good English week let the students choose their own subjects and the form which they shall take unless the teacher has a preference.
- G. In all written work insist on use of a better word where poverty of vocabulary is evident.

ORAL

There should be nine oral compositions, which may alternate with the written compositions.

Debate: Use formal debate on subjects involving considerable research and organization of materials. Present these debates as features of the meetings organized for parliamentary practice. They may also be given before literary societies or student body meetings. They may be held between classes or sections of the same class.

Give each student drill in arguing for both sides of a question. Where the subject is large, one assignment may consist of work on one side, followed by the other.

Review the sections on argumentation in Clippinger, chapter IV, and use the assignments for oral work made therein. Use also Clippinger, chapter 12, section 21, page 386; section 31, page 402.

Organize groups headed by chairmen, for giving talks for club or social organizations. As in work on after-dinner speeches in English VI, the chairmen may, with the advice of the teacher, decide upon the main topic and assign its subdivisions. These should be more formal than the after-dinner speeches.

Story telling: Tell stories for children past the fairy-tale age—adventure, hero stories, true nature stories.

Exposition and description: Describe accurately birds, flowers or trees which you know, assuming that the class does not know about them. Give details about the appearance, habits, etc.

LITERATURE

Text: Long, English Literature. Classics as indicated.

I. HAMLET

- A. Theme and justification of its treatment.
- B. Stress on subjective development in character.
- C. Development of Nemesis.

II. HENRY ESOMOND—(See Novel in Introduction)

- A. Thackeray's use of history.
- B. Character development and contrasts.
- C. Characteristics of Thackeray's style.

III. SPEECHES—Choose one from

- A. Conciliation with America—Burke.
- B. Cooper Union Speech—Lincoln.
(Selections from Lincoln—Scott, Foresman & Co.)
- C. Democracy—Lowell—(Democracy Today.)
- D. Why We are at War—Lane—(Democracy Today.)

IV. SUGGESTIONS FOR FURTHER CLASS READING:

- A. Mosses from an Old Manse—Hawthorne.
- B. The House of Seven Gables—Hawthorne.
- C. The Raven, Annabel Lee, The Bells—Poe.
- D. Each and All—Emerson.
- E. The Stirrup Cup—Lanier.
(In a Little Book of American Poets.)
- F. The Rise of Silas Lapham—Howells.

ENGLISH 8

GRAMMAR AND SENTENCE STUDY

Text: Greever and Jones, Century Handbook of Writing.

Time required: One-half of term or approximately nine weeks.

I. GREEVER AND JONES, pages 89-117.

- A. For review follow the outlines of English 1 and English 2 in this course. Four weeks (twenty recitations).
- B. Take up points in grammar omitted in first year. Two weeks (ten recitations).
 - 1. Subjunctive mode—page 100.
 - 2. Emphatic and progressive conjunctions—page 110.
 - 3. Subject of infinitive—page 90.
 - 4. Use of *shall* and *will* and *should* and *would*—pages 96 and 113.
 - 5. Forms and uses of sit, set; lie, lay; rise, raise—page 114.
- C. Drill carefully and thoroughly upon correct usage and principles involved. Three weeks (fifteen recitations).
 - 1. Agreement of subject and verb.
 - 2. Agreement of pronoun with its antecedent.
 - 3. Clear reference of pronouns.
 - 4. Correct placing of modifiers.
 - 5. Proper sequence of tenses.
 - 6. Careful distinction between adjectives and adverbs.
 - 7. Correct case forms of pronouns.
 - 8. Correct use of verbals.

COMPOSITION

WRITTEN

Attention in this closing term of the English course should be directed first to a review of the whole field in such a way as to disclose any essential gaps or weaknesses in the training of the class. As these appear, vigorous effort should be made to round out and complete the training. This being accomplished, attention may be devoted to furthering the special tasks in composition that the members of the class may have under way, either for commencement events, student publications, or community activities. Book reviews, or reports in the form of literary criticism, covering books read in connection with the study of literature and the "list of books for reading," should be a feature of the work. Verse writing, in connection with the study of the poems assigned for English 8, may become a feature of the composition work where conditions are opportune. In any case, let the training of the term demand of students the fullest response in the essentials of organization, definite literary purpose, and conscientious workmanship.

Where work on commencement parts is equivalent to theme work it may be counted as part of the requirement. The theme requirements are the same as for English 7.

Text: Clippinger, Written and Spoken English, Chapter XIII.

THE WHOLE COMPOSITION

- I. REVIEW the principles of discourse (unity, coherence, emphasis), and the qualities of style (clearness, force, fitness).
- II. REVIEW the writing of the specific types of letters assigned in English 2, 3, 4, 5, *especially letters of application and of business*. Write friendly letters with a purpose of persuading your friend to do something; e. g., to go to college.
- III. REVIEW the forms of discourse, narration, description, exposition, and argumentation, including debate.
- IV. TAKE UP THE TYPES of community addresses, news writing and other papers and speeches that students are concerned with in their school and community life. Make this work individual and thoroughly practical.
- V. STUDY CLIPPINGER, chapter XIII, on Poetry, Figures of Speech, and Properties of Style, for use in composition inspired by the study of the poems assigned for English 8. Verse writing may accompany this study.
- VI. FURTHER THEME SUGGESTIONS:
 - A. If theme entitled "My Ambition" has not been written recently it may be practical this semester, as it will require definite expression and may aid in crystallizing vague ideas.
 - B. Use selections from Tanner's Essays and Essay Writing as models, and write short essays, making outlines first. See titles at end of book.
 - C. This term seniors will be working on commencement parts and will require help from the teacher. Guard against neglecting the work of those who have no such parts.
 - D. The amount of time and emphasis put on verse writing may depend upon the abilities and enthusiasms of the class.

ORAL

The requirement is the same as for English 7. Commencement parts may be considered as part of the required work.

Exposition: Assign to each student at least one detailed talk on some profession, discussing preparation, personal requirements, duties, agreeable and disagreeable features, salaries, method of obtaining position, etc.

Poetry: Recite memorized selections, and read poems aloud, striving to make the meaning clear and to express the rhythm.

Story telling: Review types of speech and story telling, discussing again their practicability.

Conversation exercise: Review especially making personal application for position.

Book review: Assign: Discuss a book before your classmates, with the idea of making them want to read it. Tell them about it in such a way as to arouse their interest, giving only enough of the story to make them want to finish it. Discuss the author so as to make them feel that he was a real man—not just a character in literature.

LITERATURE

Text: Long, English Literature.

- | | |
|--|---|
| I. WORDSWORTH | } Read selections from "Poems of
Wordsworth, Keats and Shelley"—
Ginn & Co. |
| II. KEATS | |
| III. SHELLEY | |
| IV. TENNYSON—Lake English Classics. | |
| V. BROWNING—Ginn & Co. | |
| VI. SUGGESTIONS FOR FURTHER CLASS READING: | |
| A. Byron—The Prisoner of Chillon. | |
| B. Austen—Pride and Prejudice. | |
| C. Thackeray—The Newcomes or Vanity Fair. | |
| D. Lamb—Dissertation on Roast Pig. | |
| E. Huxley—Autobiography and Lay Sermons. | |
| F. Boaz—Youth and the New World. | |
| G. Jordan—Life's Enthusiasms. | |
| H. Meredith—Ordeal of Richard Feverel. | |

MINIMUM ESSENTIALS

TWELFTH GRADE

1. Continue the requirements for freshman, sophomore, and junior English.
2. Facility in the use of various types of sentence form.
3. Write various types of letters satisfactorily.
4. Write the minutes of a business meeting. Clippinger, pages 385, 386.
5. Write a brief. Clippinger, pages 388-393, 285-289.
6. Organization of a theme of 800-1,000 words which is practically correct in spelling and punctuation and well ordered in form.

MATHEMATICS

ALGEBRA

GENERAL SUGGESTIONS

I. All definitions should be explained by the teacher, formally memorized by the pupil and frequently applied.

II. In all of the abstract work, drill is the essential feature. Much blackboard and seatwork during the recitation period will secure accuracy and rapidity. The exercises in the adopted text should be supplemented by a large number from other texts. "Skill comes by doing," is nowhere more applicable than in acquiring facility in the abstract operations in the fundamentals of algebra.

III. Before assigning work, introduced for the first time, the teacher should give sufficient insight into the operations to permit the pupil to approach the preparation of the lesson with some degree of confidence.

IV. The progress of many pupils in the solution of thought problems is slow and difficult. Yet progress is always possible if the pupil is first taught to express himself in the language of algebra, and the problems are based on familiar ideas. Getting into the swing of the reasoning process may come slowly, but it will come surely if the teacher patiently illustrates, where the ideas are obscure.

The following apportionment of the text by weeks is suggestive only, as the previous preparation of the pupils, and their aptitude for the subject, must modify the distribution of the time:

NEW HIGH SCHOOL ALGEBRA

- 1. Pages 1 to 34.
- 2-3. Pages 34 to 54.
- 4-9. Pages 54 to 96.
- 10-11. Pages 96 to 111.
- 12-18. Pages 111 to 154.

At the end of the eighteenth week, a pupil should be able to recognize at sight the different types of factoring, and have a secure grasp of their forms and methods. Without such technical skill, progress in the subject must be difficult.

- 19. Pages 154 to 160.
- 20-24. Pages 160 to 185.
- 25-29. Pages 185 to 206.
- 30-31. Pages 206 to 221.
- 32-36. Pages 221 to 244.
- 37-44. Pages 244 to 280.
- 45-47. Pages 280 to 297. *
- 48-54. Pages 297 to 350 and pages 381 to 386.
- (Omit pages 297 to 303 inclusive.)

With the average class, the remaining portions of the text should not be attempted unless another half year be devoted to it.

GEOMETRY

GENERAL SUGGESTIONS

I. Definitions should be explained by the teacher, memorized by the pupil, and applied as they are needed.

II. Require from the pupil, always, a complete proof, to prevent the serious error of permitting him to feel contented with loose and slipshod reasoning, which prevents the main purpose of the instruction in geometry.

III. Ample opportunity for cultivating the originality and exercising the ingenuity of the pupil is found throughout the text. Time may not permit the working out of all the exercises; but from one-third to one-half of the whole number should be solved. The teacher should change the selections from year to year.

IV. To prevent the pupils memorizing the proofs, require all figures to be numbered differently from those on the text.

V. For the first month, not more than one or two propositions should be assigned in advance, with several always in review. As a pupil finds himself in the subject, he will work understandingly and confidently.

First half year, Books I and II.

Second half year, Books III, IV and V.

Third half year, Durell and Arnold, complete.

HIGHER ARITHMETIC

Wells Academic Arithmetic, complete.

SCIENCE

The aim of the study of the natural sciences in the high school is to acquaint the student with the earth on which he lives and with the laws which govern the agencies and forces which act upon it; to give him a knowledge of the life of the earth and its interrelationships; in fact, to lead the student to seek the natural explanation of the physical and biological phenomena which he sees.

The teacher should endeavor to show the students the connection between the various sciences. Special emphasis should be given the laboratory work. It should be the central feature of a science course, the textbook being considered as an accessory which verifies, extends and ties together what the student has gained from observation and experiment. It brings the student in touch with the actual things, and, if properly conducted, will aid in developing his power of independent judgment. Laboratory work, however, should not be overestimated. Do not expect the student to rediscover all the laws of science or to prove them. The untrained student can not build up an entire science from the more or less isolated data gained in the laboratory.

The student should have a definite aim and know the means by which he expects to accomplish that aim before he starts his experiment. His apparatus should be clean and in order and his notebook at hand. He should be required to follow a definite order in recording the results of his experiment. The notes should be written neatly in ink in a permanent notebook. The field and laboratory notes should be kept in the same book. A project method is recommended for the field and laboratory work. Every teacher of science would find it profitable to read Stevenson's "The Project Method," published by MacMillan.

Occasional field trips should be taken in each of the sciences. There is no way in which a teacher can more thoroughly impart his own enthusiasm than by means of field trips. The trips should be made with definite purpose. The teacher should investigate the ground beforehand and should know just what is to be accomplished. The student should know in advance the purpose of the excursion; he should be required to make a clear, concise, written report of the observations he has made and the conclusions he has drawn. The successful teacher is the one who induces his students to explore the world of science for themselves.

In the following courses three of the five weekly class periods should be given to recitations and quizzes and two to laboratory and field work. The laboratory periods should be of double length.

GENERAL SCIENCE

Text—First Year of Science, Snyder.

Laboratory—Manual of Experiments in Elementary Science, Curtis.

The aim of general science is to give the student a brief survey of the earth in its relation to man, of the common phenomena which have contributed to its history, and how these phenomena have been employed by man for his own benefit. Through this study the student should become somewhat acquainted with nature and its processes, and with the fact that the various sciences are based on the knowledge which man has gained through his observation and experiments.

Numerous field excursions should be made in connection with this course. Knowledge is gained much more rapidly and thoroughly through observation under direction and suggestion than through textbook study. Many interesting experiments can be made in the laboratory. This laboratory work should be made a vital part of the course. Much use should be made of the laboratory manual, always anticipating the classroom work.

Attention should be given to the geographical factor in history. Some discussion of this character will be found in the text and supplementary reading may be assigned by the teacher. Topographic maps will prove of great interest and assistance in the study of the various land forms. They may be obtained from the U. S. Geological Survey, Washington, D. C., at a nominal cost.

References:

Chamberlin and Salisbury: College Geology.

Pinson and Schuchert: Textbook of Geology.

Moulton: Astronomy.

Harrington: About the Weather.

See reference lists in other sciences.

A few of the more important topics are mentioned in the following outline, with a suggested division of time.

FIRST SEMESTER

Chapter I. THE EARTH AND ITS NEIGHBORS. One week.

Observation of the evening sky should be made, the teacher pointing out the planets and the brighter constellations. Explain why the same constellations are not visible at all times during the year. Consult some late text in geology or astronomy for a discussion of the planetesimal hypothesis of the origin of the earth.

Chapter II. THE PLANET EARTH. Two weeks.

Careful study of the cause of day and night and of the seasons should be made. Experiments from the manual illustrating the methods of determining these points may be assigned the students in the laboratory.

Chapter III. GIFTS OF THE SUN TO THE EARTH. Two weeks.

Study should be directed to the changes in the earth which are brought about by heat and light and how man has utilized these energies.

Chapter IV. THE EARTH'S CRUST. Four weeks.

Field trips should be made to study the land surfaces and land forms in the vicinity. Collections of rocks and minerals and of different kinds

of soils may be made for laboratory study. Attention should be directed to the weathering agents and to the process of soil formation.

Chapter V. THE ATMOSPHERE OF THE EARTH. Four weeks.

See the planetesimal hypothesis for the latest explanation of the origin of the atmosphere. Have each student make daily observation and record of the weather. Daily weather maps can be obtained free of charge from the nearest government station. Study the relation of barometric pressure to cyclone areas and trace the direction and rate of movement of storm centers on the government maps. Discuss in detail the relation of the amount and time of regional rainfall to the life of the earth. Methods of weather prediction.

Chapter VI. THE LIVE PART OF THE EARTH. Two weeks.

Show the relationships existing between plants and animals. Study the main divisions of plants and animals. Methods and control of distribution.

SECOND SEMESTER

Chapter VII. THE LIFE OF THE EARTH AS RELATED TO PHYSICAL CONDITIONS. Two weeks.

Call particular attention to the history of life. If fossils are available, specimens should be shown and discussed. The life of the present is the result of long ages of development. The present distribution of life (disregarding what has been done by man) is due largely to the physical conditions of the past geologic ages. Discuss the barriers to distribution; sea, ocean currents, land forms, climate, etc. Do the animals and plants adapt themselves to the conditions of the region, or are they able to live there because they are already adapted? Influence of man on the life of the earth.

Chapter VIII. THE SEA. Two weeks.

Discuss the conditions of life in the sea; control of distribution; compare control of distribution on the land and in the sea. Do the same factors operate? Value to man. The commercial activities of man are vitally affected by currents, etc. More time can be profitably given to this chapter by schools near enough to the ocean to make occasional trips along the shore.

Chapter IX. COAST LINES. Two weeks.

Field trips to a pond or lake will prove interesting in connection with the study of this chapter. Note the various agencies that work to change coast lines and those that work to protect them, viz: waves, currents, plant and animal growths, etc. Man is greatly influenced by coast lines; the harbor facilities of a country largely determine the amount of its foreign commerce. Compare the eastern and western coast lines of the United States with respect to length, harbors, relation to the hinterland, etc. Note the effect of coast lines in history.

Chapter X. WATER SCULPTURE. Four weeks.

Take field trips to study the work of running water. These phenomena are usually better illustrated along small streams and on hillsides. Particular attention should be called to the rapid denudation of cleared slopes. The effects of deforestation on erosion and on climate is of great

importance in Oregon. Discuss the life history of lakes and rivers. Note the effect of lakes and rivers in history, particularly in the settlement of new regions and in the development of new industries.

Chapter XI. ICE AND WIND SCULPTURE. Two weeks.

Glacial erosion and deposition have been important factors in the carving of the surface of North America. While Oregon was not covered to any great extent by the great continental glaciers, alpine glaciation has played its part in some of the more mountainous areas. The phenomena of snow and ice erosion may be observed around ponds and on hillsides in the colder portions of the state.

Chapter XII. THE LOW AREAS OF THE EARTH. One week.

Study formation and kinds of plains and discuss their economic importance. Note the importance of plains in history; in the development of industry; in times of peace and of war.

Chapter XIII. THE HIGH AREAS OF THE EARTH. Two weeks.

In the study of this chapter particular attention should be given to the life history of mountains and plateaus, to their importance in history. Mountains act as effective barriers to many forms of life. Call attention to instances in history where they have been important barriers to man's activities.

Chapter XIV. VOLCANOES. One week.

Consult a textbook in geology for causes of vulcanism. Study the volcanic rocks in the vicinity. Note the distribution of volcanoes.

PHYSIOLOGY

Text: Advanced Physiology and Hygiene, Conn and Budington.

Supplementary: Elementary Hygiene and Care of the Sick, Delano. First Aid, Lincoln.

The aim of the high school physiology course is to aid the student to an understanding of the normal activities of the human body and of the hygienic conditions which must be maintained in order to preserve good health.

Physiological facts can not be intelligently understood without some knowledge of anatomy. For this reason it is suggested that laboratory work be made an important part of the course. Dissection of a dog or a cat should be made under the careful supervisions of the teacher. The structure of the various organs should be noted and the nervous, circulatory, and digestive systems traced. The laboratory work should be kept in advance of the classroom study.

References:

Martin: Human Body.

Sadler: Science of Living.

Bryce: Laws of Life and Health.

The following topical outline is suggested:

FIRST SIX WEEKS. Chapters 1-8.

1. Chemical composition of living material; reaction of irritable substances to stimulation; metabolism.
2. Digestive system. Composition of foods, dietetics; digestion of food; processes of digestion; absorption of food.
3. The laboratory work of this period should consist of experiments in the reaction of irritable substances to natural and artificial stimulation and to dissection of digestive organs.

SECOND SIX WEEKS. Chapters 9-16.

1. The circulatory system; the respiratory system; the excretory system. The skeleton.
2. Laboratory work on the circulatory, respiratory and excretory systems. Structure of the skeleton.

THIRD SIX WEEKS Chapters 17-23.

1. The muscles; the nervous system; special sense organs.
2. Public health.
3. Tracing the nervous system in the laboratory. Dissection of eye and ear. Field study of public health from results to cause.

BOTANY

Text: Practical Botany, Bergen and Caldwell.

It should be the aim in this course that the student gain a general knowledge of the life processes and adaptations of plants, the interdependence of plants and animals, and an appreciation of the local flora.

Since the student in his everyday life deals more with the flowering plants, much of the time should be devoted to this group. Some study should be made of the evolution of the nonflowering forms. Attention should be given to their life history and to their relation to the flowering plants.

Plant ecology is one of the most important divisions of botany. On the field trips the teacher should take particular care that plant communities are observed and that the students note the conditions of the habitat of each plant, list the plants that grow in a given area, and determine whether particular conditions of the area and characteristics of the plants account for the group.

References:

- Bergen and Davis: Principles of Botany.
- Gager: Fundamentals of Botany.
- Sweetser and Kent: Key and Flora.
- Jepson: School Flora of the Pacific Coast.
- Frye and Riggs: Elementary Flora of the Northwest.
- Conn: Bacteria, Yeasts and Molds in the Home.
- Coulter-Nelson: New Manual of Rocky Mountain Botany.

FIRST SIX WEEKS.

During this period, take up the structure and work of plants. The student should gain a sufficient knowledge of the parts and descriptive terms to enable him to use a key.

SECOND SIX WEEKS.

Economic phases and ecology. Attention should be given to geographic distribution, particularly of the economic forms.

THIRD SIX WEEKS.

This period should be devoted to a study of the flowering plants. The student should complete a herbarium of at least thirty plants, completely identified and labeled. Sweetser's Key and Flora may be used for the identification of the plants. The following form is suggested as a herbarium label:

Herbarium of .....	.....
Order .....	.....
Genus .....	.....
Species .....	.....
Common name .....	.....
Habitat .....	.....
Locality .....	.....
Date .....	.....

BIOLOGY

Text: A Civic Biology, Hunter.

The course in biology should be governed by the environment and interest of the class. The work should be largely in the field and the laboratory, supplemented and verified by the textbook. The course should be carefully planned by the teacher, keeping in mind the use of seasonal material that can be obtained. Collection of material should be made on the field trips for later laboratory study. Studies based on the material collected and observed on these trips are of much greater value than those made on material secured or produced in artificial environment. The laboratory work should be kept in advance of the text work. A guide has been prepared by the author of the text which contains many interesting experiments.

There are a number of problems that a biology class may take up as field work that will prove both interesting and profitable. For example, a survey of the noxious weeds of the vicinity may be made, the areas where they grow mapped and means of eradicating them discussed. In a similar manner surveys of areas that might be breeding grounds for disease may be made. A survey of the birds of the region may be made and their habits studied. In cooperation with the manual training department bird houses could be put up and interesting colonies developed.

An excellent outline for the course is given in the appendix of the textbook. It is suggested that this outline be followed as closely as conditions will permit. A list of laboratory equipment and supplies is given on page 418 of the text. In the smaller schools where all of this equipment is not available, many substitutions can be made by the teacher. Each pupil should provide himself with a scalpel, a small pair of scissors, forceps, two or three teasing needles, a towel, soap, and with boxes and bottles for collecting specimens.

References:

- Sedgwick and Wilson: General Biology.
- Needham: General Biology.
- Calkins: General Biology.
- Bigelow: Applied Biology.
- Holmes: Elements of Animal Biology.
- Shelford: Animal Communities.
- Coulter and Patterson: Practical Nature Study.
- Hodge: Nature Study and Life.
- Herrick: Insects Injurious to the Household.
- Smith: Our Insect Friends and Enemies.

PHYSICS

Text: First Course in Physics, Millikan and Gale.

Laboratory: New Laboratory Manual of Physics, Coleman.

The purpose of the course in physics is to lead the student into an understanding of the physical phenomena continually taking place about him. The daily observation of the student is the base on which the course should be constructed. He already knows that most of the simple phenomena do occur, and it remains for him to learn why. The laboratory work should form an integral part of the course. Avoid spending too much time on measurements.

The student should be led to observe the principles of physics that have been used in the everyday life about him. Trips should be taken to power plants, machine shops and other places that are of interest from a physical standpoint.

References:

Tower, Smith and Turton: Principles of Physics.

Carhart and Chute: Physics With Applications.

Jackson: Elementary Electricity and Magnetism.

Barton: Textbook on Sound.

FIRST SEMESTER

Chapter I. MEASUREMENT. One week.

The student should familiarize himself with the methods and units of measurement. Skill in manipulation will be acquired as the student progresses in his work on later experiments. Emphasize the necessity of exact work in science.

Chapter II. PRESSURE IN LIQUIDS. Two weeks.

Construct a hydraulic press. Study Pascal's Law. The application to hydraulic elevators, city water supply, etc. Conduct an experiment to illustrate the loss of weight of a body in a liquid. Principle of Archimedes and its applications.

Chapter III. PRESSURE IN AIR. Two weeks.

Conduct experiments to show that the air has weight and exerts pressure. Construct a mercury barometer. Study the aneroid barometer. Boyle's Law. Pneumatic appliances.

Chapter V. FORCE AND MOTION. Two weeks.

Definition and measurement of force. Composition and resolution of forces. Galileo's experiments. Newton's Laws of Motion.

Chapter VIII. WORK AND MECHANICAL ENERGY. Two weeks.

Experiments illustrating the law of the lever and application to machines. The principle of work. Power and energy.

Chapter IX. WORK AND HEAT ENERGY. Two weeks.

Friction and wasted work. Efficiency. Mechanical equivalent of heat; heat produced by friction; by collision; by compression. Joule's experiments. Specific heat; fusion; vaporization. Industrial Applications.

Chapter X. TRANSFERENCE OF HEAT. One week.

Conduction; convection; radiation. Application of principles.

Chapter IV. MOLECULAR MOTIONS. Three weeks.

Kinetic theory of gases. Boyle's Law. Theories of the formation of the atmosphere. Properties of vapors. Hygrometry. Molecular motions in solids.

Chapter VI. MOLECULAR FORCES. One week.

In solids; in liquids; absorption of gases.

Chapter VII. THERMOMETRY. EXPANSION COEFFICIENT. Two weeks.

Considerable attention should be given to experiments on the expansion of gases and solids followed by a careful study of the text.

SECOND SEMESTER

Chapters XI to XV. MAGNETISM AND ELECTRICITY. Seven weeks.

Much laboratory work should be done in connection with this work. Electrical appliances should be studied and trips to the power plant and electrical companies made, motors, electro-magnets, telegraph and telephone instruments are interesting projects.

Chapters XVI and XVII. SOUND. Four weeks.

Careful study should be made of the transmission of sound. Laboratory study of various musical instruments can be carried on.

Chapters XVIII to XX. LIGHT. Five weeks.

Considerable attention should be given to the subject of light. Make a careful study of lenses and mirrors. The principles of optics are important. Visit an optometrist and ask him to explain the uses of the ophthalmoscope, ophthalmometer, phorometer, and skeascope. The student should learn the proper care of the eyes, and of the importance of using correct lenses.

Chapter XXI. INVISIBLE RADIATIONS. Two weeks.

An interesting project in connection with this subject would be the construction of a radio receiving set. The X-Ray and radioactivity are important subjects.

CHEMISTRY

The study of chemistry in the high school should not be undertaken, in general, except in the stronger four-year schools where adequate funds are available for competent instruction and for adequate equipment. It is better to concentrate the resources of the institution upon science work in general science, biology and physics until the time may come when the work in chemistry can be put in and handled well.

Exceptionally it may happen that it is desirable to introduce a course in chemistry with limited laboratory facilities. Such cases might exist in communities where the local interest in chemistry is unusual or where a teacher well trained in this subject is available. For such cases the following suggestions regarding equipment will be of some help:

The laboratory should be light and well-ventilated, and provided with an abundant supply of running water distributed to several sinks. Wall cases or lockers should be available both for the general stocks of chemicals and apparatus and for the individual outfits of the students. The cases devoted to the purpose of shelving the general stocks should be under lock and key, the key to be retained by the instructor in charge. The individual lockers should also be provided with separate padlocks so that responsibility for all materials can be fixed.

A common kitchen table for each student in addition to the wall lockers will very well serve instead of the elaborate desks and lockers provided in general equipment of chemical laboratories. These tables may have ordinary native wood tops and will last a long time if protected by a finish composed of the following ingredients and applied as indicated:

ANILIN WOOD STAIN

- | | |
|--------------------------|---------|
| 1. Copper sulphate | 1 part |
| Potassium chlorate | 1 part |
| Water | 8 parts |

Boil to dissolve, and apply two coats hot.

- | | |
|-------------------------------------|-----------|
| 2. Anilin | 180 grams |
| Hydrochloric acid—sp. gr. 1.2 | 270 grams |
| Water | 1,500 cc. |

Apply two coats following No. 1, letting each coat dry alone.

Finish with cloth carrying raw linseed oil.

Near each table a five-gallon stone jar, obtained from the grocery store, will serve as a receptacle for all solid waste materials which can not be washed down the sinks.

In most chemical manuals there is prescribed the doing of certain experiments with chlorine, gas, etc., which make the use of a fume closet or hood absolutely necessary. It is true that experiments of equal instructional value may be substituted for these which will not give off objectionable gases, and this is recommended for those laboratories in which hoods are not available. Hoods can be rather easily constructed, however, from Portland cement, some bricks and window sash, the whole when done by local labor being inexpensive and quite effective, especially if connected with a flue already existing which may be warmed up by a

stove or furnace. The connection between the hood and the flue can be made with ordinary six-inch stovepipe made of galvanized iron. Such a pipe, if well painted previous to installation, will have a life of as much as ten years. In cases where it is not possible to install a hood, by a proper choice of time, experiments frequently may be performed near an open window, the time being chosen so that there is a free circulation of air out of the window and away from the operators.

A necessary part of every chemistry laboratory is a means for applying heat to the apparatus during the course of an experiment, and for this purpose where town gas is available nothing has been found better than the ordinary Bunsen burner. A very good substitute for Bunsen burners can be made in which denatured alcohol serves as fuel, lamps such as are used in chafing dishes serving admirably for most purposes. These can be constructed in very serviceable form from flat, tin boxes such as are used for ointments, shoe blacking, etc., by filling such boxes with sand and cutting a circular hole in the cover. Regular alcohol lamps using wicks are still more convenient, while for high temperature work some form of alcohol blast lamp, such as is indicated in the subjoined list, must be used. For general heating purposes, in addition to Bunsen burners or alcohol lamps, an ordinary gasoline stove or a few electric hot plates are desirable.

For chemistry work in general it is desirable to use distilled water, and this must be done where the local supply is hard, mineralized, or loaded with organic matter. In most Oregon localities, however, the water is naturally pure and soft, and for almost every purpose in first year work can be used without further purification. A test for the sufficient purity of water for laboratory work would be the evaporation of a gallon or so in a clean enameled pan. Perceptible residue indicates that the water may be too heavily mineralized for the purpose in question. In such cases an inexpensive form of still can be obtained which will supply all the water needed.

The lists of chemicals and apparatus, representing the minimum requirements for doing the experiments which are indicated in the state texts, may be secured from the superintendent of public instruction.

Text: First Course in Chemistry, McPhearson and Henderson.

The purpose of this course is to give the student a knowledge of the fundamental principles and theories of chemistry and to enable him to take a rational view of the phenomena which he sees.

Practical applications of chemistry in the industries and in the household should be emphasized. Interesting trips may be made to any factories within reach where chemical processes are used.

It is suggested that the work in the laboratory be independent and slightly in advance of the classroom work. It is here that the student will gain most of his knowledge of chemistry. The work should be carefully planned and carefully supervised by the teacher. Many of the practical applications should be called to the students' attention. Equations can be worked out and applied while the student is watching the reaction. Better results can be obtained by working the problems in the laboratory. In computing volumes and masses the conception can be gained more clearly if the problem is being actually demonstrated.

References:

- Smith: Introduction to General Inorganic Chemistry.
McFarland: A Practical Elementary Chemistry.
Brownlee and others: First Principles of Chemistry.
Weed: Chemistry in the Home.
Bailey: Sanitary and Applied Chemistry.
Allyn: Elementary Applied Chemistry.
Blanchard: Household Chemistry (Laboratory Guide).

FIRST SEMESTER

Chapters 1-20. Points to be emphasized:

System of nomenclature; significance of symbols and formulæ; equations; computation of reacting masses; the atomic theory; solutions; ionization; valence; the properties of acids, bases and salts; chemical equilibrium; and the periodic law.

SECOND SEMESTER

Chapters 21-42. Points to be emphasized:

Study the common elements and their compounds; practice in computation; application of chemistry to the industries; household chemistry. Particular attention should be given to the study of carbon and its compounds.

FOREIGN LANGUAGES

LATIN

FIRST YEAR

FIRST SEMESTER. Latin Lessons—Smith:

- I. Lessons I-XXXI, inclusive. The first eighteen lessons should be covered by the middle of the semester.
- II. The teacher should be thorough. No gaps should be left. To attain this end the following suggestions are made:
 - A. Master the rules for pronunciation with their application.
 - B. Master the table of case relations on page 2.
 - C. Insist that the vocabularies be mastered. Writing the day's vocabulary on the board from memory as soon as a pupil enters the room is a good way.
- III. There should be constant drill on the five regular declensions and three regular conjugations, emphasizing irregular nouns (as "filia," "filius," "vis," "domus," "locus"), and the irregular verbs "sum" and "possum."
- IV.
 - A. The formulas given for tenses of verbs should be learned perfectly and reviewed often.
 - B. Verb signs should be mastered—mode, tense, participial, e. g., "era"—past perfect indicative—means "had"; "ns"—present participle—means "ing."
 - C. The formulas for parsing nouns found in section 94, and for parsing verbs found in 188, are important. Emphasize rule and application.
 - D. Teach constructions by making the pupil see *what* form he has and why.
 If he translated "amauerate" by "he loved" have him go to the board and write all the things he needs to know before he can render a verb correctly; e. g.:
 Conjugation—first.
 Prin. parts—amo, are, avi, atus.
 Voice—active.
 Mood—indicative.
 Tense—past perfect.
 Person—third.
 Number—singular.
 Rendering—"he *had* loved."
 - E. Insist on analysis sometimes before translation either with Latin into English or English into Latin. Be sure pupils *see* verb, subject, complement, and the modifiers of each.
- V. Syllabize, accent and "box" all Latin words during the first term.
 Example:
 a—ma—ve—rab.
 a—man—tis.
 mo—nu—is—ti.

SECOND SEMESTER. Latin Lessons—Smith:

Complete the book. Lessons LX, LXV, LXVI, LXVII may be omitted. Everything through ablative absolute must be mastered.

- I. All review lessons are important. Keep reviewing declensions and conjugations throughout the year, laying stress on the irregular verbs, "fero," "valo," "nolo," "malo" and "eo."
- II. Emphasize by application to sentences the following:
 - A. Formation; rule for tenses; uses by infinitives.
 - B. Formation; rule for tenses; uses by subjunctives.
 - C. Formation; rule for tenses; uses by participles.
 - D. Combinations and ideas expressed by the ablative absolute. Be sure to have all ablatives absolute and indirect discourse translated as *clauses*.
 - E. Important rules such as "Dative with Adjectives," "Dative with Compounds," "Dative with Special Verbs," "Ablative with Five Deponents," "Indirect Discourse," "Place Ideas."
- III. The pronouns should be learned so well that they are recognized at once in Cæsar.

First year Latin must be learned thoroughly in order to give an accurate and fluent translation of Cæsar. This is brought about by constant drill on (1) inflection and derivation; (2) syntax; (3) interpretation and translation. Valuable aid comes through sight translation.

SECOND YEAR LATIN

FIRST SEMESTER. Cæsar's Commentaries—Kelsey.

Book I, first 29 chapters, and Book II. Prose once each week. Intensive work should be done on Book I, with sight reading on Book II.

- I. Study by application to sentences: (a) conditional sentences, (b) gerund and gerundive, (c) impersonal verbs, (d) periphrastic conjugations which were omitted in Smith's "Latin Lessons."
- II. There should be daily drill on constructions emphasizing "qui," "cum" and "quod" clauses.
- III. An ablative absolute and indirect discourse should be translated as clauses.
- IV. A relative at the beginning of a sentence should be translated by a demonstrative or personal pronoun in English.

SECOND SEMESTER. Cæsar's Commentaries—Kelsey.

Books III, IV, and chapters 30-54 of Book I. Translate most of Book III at sight. Prose once each week. Keep up daily drill on construction. Compare sections of Cæsar with events of recent war.

THIRD YEAR LATIN

FIRST SEMESTER. Cicero's Orations—Gunnison & Harley.

In Catilinam I, II, III. Prose once each week, based on orations studied. There should be sight translation throughout the semester. (Avoid too difficult passages.) Study historical setting, life of the times, places and people referred to by Cicero.

There should be a careful and thorough review of constructions previously studied and a completion of all important parts of the grammar. Accuracy and fluency in translating should be attained.

SECOND SEMESTER. Cicero's Orations—Gunnison & Harley.

In *Catilina* IV, *De Legibus Manilia*, *Pro Archia Poeta*. Prose once each week, based on oration studied.

Part of the regular examination should be at sight. Continue daily drill on constructions, study of historical setting, etc., as in the first semester of the third year.

FOURTH YEAR LATIN

FIRST SEMESTER. Virgil's *Aeneid*—Farrelough & Brown.

Books I, II, III. Ten lines daily through the first hundred lines. Increase gradually. At the end of the fifth week a normal class should read twenty-five lines daily. At the end of the tenth week from thirty-five to forty lines should be read.

Study the life of Virgil, his style and versification. Scan about 500 lines, noting caesural pauses, and memorize at least twenty-five well known lines. Mythology, geography of the *Aeneid*, figures of rhetoric, historical and humanistic aspects of the poem are important.

SECOND SEMESTER. Virgil's *Aeneid*—Farrelough & Brown.

Books IV, V, VI, with 1,000 lines by Ovid. Drill on construction and sight reading are to be continued during the fourth year of Latin. Pupils should be able to translate at sight any selection of the author not involving unusual constructions or obscure references. At least two weeks of each term are to be used for prose, based on prose texts previously studied.

FRENCH

Great care should be taken with the pronunciation of French. Pronouncing in concert is an excellent drill. The student should be taught to pronounce t, d, l and n with the tongue touching the base of the upper front teeth. Let the student pronounce repeatedly the words *sel*, *tres*, *drap*, *date* and *reine*. The lips round and protrude in the pronunciation of the sounds of ou, eu and u. The lips also round and protrude in the pronunciation of the sounds of ch and j.

Every teacher should have Knowles and Favard's *Perfect French Possible* and Martin's *Essentials of French Pronunciation*.

The phonograph should not be used until the student has mastered the elements of the language. Three Victor records entitled "First Aid French" may be had for about three dollars. The Cortina and Rosenthal phonograph records are both very good and useful. The phonograph is a very valuable aid in the study of any modern language.

According to a committee on Romance Language instruction appointed in 1918 by the Modern Language Association of America "a knowledge of words and phrases without the study of grammar limits a man's resources to the exact material he has learned. A knowledge of the elements of grammar enables him, as nothing else can, to recombine his word and phrase material as varying occasions may require. This would seem obvious, but it is recorded here in view of the fact that certain

misguided persons are maintaining that students of French need no grammar. Particular care should be given to the study of the pronoun and the verb. Mastery of these can be acquired only through systematic study, whereas nouns and the other uninflected words can be acquired easily through hearing or reading."

French should be spoken in the classroom as much as possible. Every teacher should have House's Classroom French and Knowles and Favard's Grammaire de la Conversation. The American-born teacher may feel uneasy at first, but it must be remembered that the native French teacher is usually at a far greater disadvantage through lack of fluency in the use of English.

The text often furnishes material for conversation. The teacher may prepare the questions in French with the aid of the text. Many conversation and composition books are available from which suggestions and material may be drawn. Spontaneous conversation of a personal nature arouses the interest and attention more than any other device. Telling stories in French is good practice for the student. The students should read aloud and correct their own exercises under the direction of the teacher. The material may be used the following day for oral work. Blackboard work and writing French from dictation are very helpful. The student should also be trained to make careful and accurate translations from French into English. Idiomatic translation is an art. Texts containing information about French life are valuable. French periodicals are very useful in the latter part of the course. The "Illustration" should be in every high school library. Short poems may be profitably committed to memory. Among cultured people all over the world it is considered a great accomplishment to be able to read, speak and write French. The success of the student will depend largely on aptitude and industry. The acquisition of a foreign language requires a great amount of study, no matter what method is used. A knowledge of Latin is a great help in the study of the Romance languages. Constant review and incessant practice are essential to success.

There ought not to be more than fifteen students (twenty-five at the most) in any French or Spanish class. This is mandatory.

Since the amount of work that can be covered in a year varies with classes and schools, no definite number of books has been prescribed. New books are constantly appearing. Any substitute that seems necessary should be permitted.

Students should be encouraged to read as many books as possible in addition to the required work of the classroom. Material for this outside reading may be found in the catalogs of any of the large publishing houses.

FIRST YEAR

The New Chardonal French Course (Allyn & Bacon). This grammar contains abundant material for conversation and composition.

A. de Montvert's *La Belle France* (Allyn & Bacon), or Talbot's *Le Français et sa Patrie* (Benj. H. Sanborn & Company).

If any time is left, one or more of the following books may be read:

Lavisse's *Histoire de France* (Heath).

Contes du Pays de Merlin (Macmillan), edited by Helen W. Van Buren.

Guerber's *Contes et Legendes* (American Book Company).

Malot's *Sans Famille*.

Merimee's *Quatre Contes* (Holt).

Labiche and Martin's *Le Voyage de M. Perrichon*.

Daudet's *Short Stories*.

Maupassant's Short Stories.
 Halevy's L'Abbe Constantin.
 La France Heroique (Heath).
 Carnet de campagne d'un officier Francais (Benj. H. Sanborn).

SECOND YEAR

Rapid Review of the Essentials of Grammar. If a new grammar is desired for conversational drill, De Sauze's Cours Pratique pour Commencemens (The John C. Winston Co.) and Cerf and Giese's Beginning French are good.

Reading material may be selected from the following list:

Merimee's Colomba.
 Erekmann-Chatrion's Madame Therese (Holt).
 Chateaubriand's Atala (Brentano).
 Merimee's Carmen and Other Stories (Ginn).
 A. de Montvert's Aux Etats-Unis (Allyn & Bacon).
 Dumas's Monte Cristo.
 Verne's La Tour du monde en quatre-vingts jours.
 Poemes et Chants de France (Heath).
 Dumas's Vingt Ans Apres.
 Buffum: French Short Stories (Holt).
 About's Le Roi des montagnes.
 Sand's La Petite Fadette.
 Sand's Francois le Champi (The Oxford University Press).
 Pailleron's Le Monde ou l'on s'ennuie.
 Hugo's Les Miserables (Holt).

THIRD YEAR

Pattou's Causeries en France contains material for conversation.
 Corneille's Le Cid (American Book Co.).

Hugo's Quatre-vingt-treize (Heath).

Hugo's Hernani (American Book Co.).

Moliere's L'Avare.

Loti's Pecheur d'Islande.

Lamartine's Graziella.

The teacher may read other good texts not in the above list.

FOURTH YEAR

Gautier's Jettatura (Heath).

Hugo's Ruy Blas.

Balzac's Eugenie Grandet (Holt). Edited by Jenkins.

Racine's Athalie.

Buffum: Stories from Balzac (Holt).

Racine's Phedre.

Hugo's Les Travailleurs de la Mer (Heath).

The teacher may use other good texts not in the above list.

The following books should be in every high school library:

Wright's History of French Literature.

Konta's History of French Literature.

Strachey's Landmarks in French Literature.

Poole & Becker's Commercial French.

French Scientific Reader, edited by Daniels.

Le Monde Francais (Arthur G. Merrill, Chicago).

Rousselot et Maclotte's Precis de Prononciation Francaise (Welter, Paris).

Historie de France Illustre (Larousse).

La France: Geographie Illustree (Larousse).

Le Petit Larousse: Dictionnaire Encyclopedique.

La France (French Life and Ways), by G. Guibillon (E. P. Dutton).

Faguet's Petite Histoire de la Litterature Francaise (Nelson).

Martin's The French Verb (American Book Co.).

Gasc's French-English & English-French Dictionary (Holt).

The Globe English-French Dictionary (Lippincott).

Nutt's English-French Conversation Dictionary.

Rosenthal & Chankin's Grammaire de Conversation et de Lecture: Cours Complet (Holt).

G. Lanson's Histoire de la Litterature Francaise.

SPANISH

The general suggestions of methods of teaching French may be followed in teaching Spanish in most cases. Hence they are not repeated here. Every teacher should have Lawrence A. Wilkin's "Spanish in the High Schools: A Handbook of Methods" (Benj. H. Sanborn & Co.). This book contains many valuable suggestions which may be used in the Spanish classes. A very good but technical description of Spanish pronunciation is found in the introduction to Moreno-Lacalle's *Elementos de Espanol* (Benj. H. Sanborn & Co.).

For the pronunciation of b and v see grammar. In making the sounds of t, d, l and n the tongue touches roots of the upper front teeth. The Spanish j has the sound given to ch in the Scotch-English "loch" or in the German "noch." G before e and i has the sound of j, which many Spanish speakers pronounce like a strong form of the h in the English word hat. Spanish should be spoken as much as possible in the classroom. Questions should be asked in Spanish and the student should be required to answer in Spanish.

FIRST YEAR

- Spanish Grammar, by De Vitis (Allyn & Bacon).
- Hall's *Poco a Poco* (World Book Co.).
- Fuentes and Francois's *A Trip to Latin America* (Holt).
- Bransby's *Spanish Reader* (Heath).

If any time remains, any of the following books may be read in class or outside of class:

- Valera's *El Pajaro Verde* (Allyn & Bacon).
- Carcilaso de la Vega's *El Reino de los Incas* (Allyn & Bacon).
- Harry's *Anecdotas Espanolas* (Allyn & Bacon).
- Spanish Reader by De Vitis (Allyn & Bacon).
- Por Tierras Mejicanas* (World Book Co.).

SECOND YEAR

- Review of the essentials of Spanish Grammar.
- Bloomhall's *Spoken Spanish* (Allyn & Bacon).
- Carrion and Aza's *Zaragueta* (Silver, Burdett & Co.).
- Asensi's *Victoria y otros quentos* (Heath).
- Altamirano's *la navidad en las Montanas* (Heath).
- Isaac's *Maria* (Ginn).
- Bardin's *Leyendas Historicas Mexicanas* (Macmillan).

The teacher may select any suitable book not included in the above list, if it is thought best, as reading material for first, second, third or fourth year work. The Spanish novel is very difficult reading.

Luria's *Correspondencia Commercial* (Silver, Burdett & Co.) may be used whenever there is any demand for commercial Spanish.

THIRD YEAR

Espinosa's *Advanced Spanish Composition and Conversation* (Benj. H. Sanborn & Co.), or any other book of this kind, may be used for third or fourth year work.

- Marmol's *Amalia* (Macmillan).
- Becquer's *Legends, Tales and Poems* (Ginn).
- Calderon's *La Vida es Sueno* (American Book Co.).
- Alarcon's *El Nino de la bola* (American Book Co.).

FOURTH YEAR

- Blasco's *Ibanez's La Barraca* (Holt).
- Gil y Zarate's *Guzman El Bueno* (Ginn).
- Valera's *Pepita Jimenez*.
- Caballero's *La Familia de Alvareda* (Holt).
- Galdos's *Dona Perfecta* (American Book Co.).

Conversation, composition and commercial Spanish books are rapidly appearing. This material may be substituted for any part of the third and fourth year work. The exact amount of work that can be covered carefully will vary with classes and schools. Therefore no definite amount has been prescribed.

The following reference books should be in every high school library:

Appleton's New Spanish-English and English-Spanish Dictionary, by Arturo Cuyas.

El Pequeno Larousse Ilustrado.

Blanco y Negro (Madrid).

La Ilustracion Espanola y Americana (Madrid).

Wilcox's Scientific and Technical Spanish (Sturgis and Walton).

Altamira's Historia de Espana.

Whitten and Andrade's Spanish Commercial Correspondence (Heath).

Harrison's Spanish Commercial Reader (Ginn).

Nelson's The Spanish American Reader (Heath).

Manual de Correspondencia, by Ventura Fuentes and Alfredo Elias (Macmillan).

Luquiens's Elementary Spanish-American Reader (Macmillan).

Supple's Spanish Reader of South American History (Macmillan).

HISTORY

GENERAL SUGGESTIONS

The two most necessary requirements in the successful teaching of history on the part of the teacher are the ability to arouse the interest of the pupils and the faculty of leading them to see relations.

The idea of change, differences in peoples, customs and institutions must be emphasized.

A. BIOGRAPHY.

1. Men should be grouped about events rather than events about men.
2. Study men first of all as men. What manner of men were they? What kind of homes did they come from? What educational advantages had they enjoyed? Were they successful in private life? Did they hold public positions?

The study of the personal element in this personal way may with profit immediately precede the more formal study of movements or periods.

B. MAKING THE PAST REAL.

1. Maps.

- a. The purpose to assist the pupil in grasping the place, relation, etc. To assist the pupil in keeping history on the earth. Direction and distance from the pupil's own position are both plainly involved in any definite idea of location. It is essential that he should feel actual direction.
- b. Copying of ready-made maps, if they are accompanied by proper interpretation, deepens impressions of geographic conditions.
- c. Reproductions of maps from memory.
- d. Preparation of maps not found in the textbook. Example: The land granted to the London and Plymouth Companies. References: American History Leaflets Nos. 6, 16, 22, 32. Gannett—"Boundaries of the United States." Bulletin No. 226—United States Geological Survey. This bulletin can be purchased for 30 cents from the Superintendent of Documents, Washington, D. C.

2. Pictures.

- a. Pictures must be treated as aids to visualization and not as objects to be themselves visualized.
- b. Information—persons, places, objects, associated with world significant events.
- c. Aesthetic impressions—beautiful buildings, statues, paintings. Reference: Caffin—How to Study Pictures.
- d. Collections. Every school library should contain a collection of catalogued and mounted pictures.
- e. Lantern slides may be obtained from the Extension Division of the University of Oregon.

C. COLLATERAL READING. Collateral reading is needed to make the textbook itself intelligible.

1. Materials.

- a. To add elements of reality readings assigned for this purpose should not be treated as material to be learned or recited. They may simply be read for impressions, for atmosphere. The essential condition is that they should leave behind feelings for and about the past.
- b. To add information important as information. Such reading includes facts that are to be both learned and recited. The pupil may be assisted by ready-made outlines, by questions, by problems or by other guiding devices.
- c. To make history inspiring or interesting. Such readings should not carry an obligation to analyze or summarize. The pupil should have complete freedom to read because he likes it or to stop reading because he dislikes it. He should be encouraged to express his honest opinions of the readings as readings.

2. Assignments.

- a. The lists of readings for a week or for two weeks should be posted.
- b. While the field is new definite pages and specified passages should be given. Later, when the pupils have acquired some facility in the use of indexes and table of contents, the references may omit pages and simply suggest topics to be found in one or more assigned books. Still later topics may be included without reference to any specified material, the pupil being left to find both the book and the place in the book.

3. Records.

Each pupil should be required to keep a record of his reading, preferably on a card which the teacher files. It is then easy to determine the amount of reading done by each pupil during the semester. He should note at least:

- a. Full name of author.
- b. Full title of the work.
- c. Number of volumes, place and date of publication.
- d. Number of pages read.
- e. Personal impressions.

D. REVIEW. Reviews should be by the topic method, i. e.:

The evolution of the constitution.

The origin and growth of political parties.

Unification of Italy.

Industrial revolution.

ANCIENT HISTORY

FIRST SEMESTER:

First six weeks, Breasted, pages 1-140.

Second six weeks, Breasted, pages 140-251.

The author has written these opening chapters in so easy and interesting a style that even a beginner will have no difficulty in getting an

interesting view of these ancient peoples. Emphasize the effects of the natural surroundings and religion upon the life of the people and the nation. Bring out clearly what these nations contributed to modern civilization.

Chapter VIII is based upon the knowledge obtained in the last ten years.

Third six weeks, Breasted, pages 252-351.

If the myths of Greece and Rome are taught in the English department, but little time should be given to them. If this is not the case, the best-known myths should be studied as an aid to the appreciation of classical allusion, and both Greek and Roman names should be learned.

The influence of Greek religion upon Greek art should be kept in mind all through the study. Greek architecture should be studied until the names and purpose of each part are familiar. As many pictures illustrating the different orders of architecture as possible should be used. The great significance of the battle of Marathon can not be over-emphasized.

SECOND SEMESTER:

First six weeks, Breasted, pages 351-484.

Bring out the good and the evil in Athenian civilization. The Greek's greatest gift to the world and his chief fault was his love of independence. This is illustrated in the various wars which finally meant their overthrow, first, by Macedon, and later by Rome.

The chapter on the "Civilization of the Hellenistic Age" is excellent.

Second six weeks, Breasted, pages 484-600.

The author, in giving a modern archeological account of the rise of early Rome leaves out all reference to the legendary history which is referred to so often in literature. It is recommended that after studying to page 499, a few days be taken for reading the myths and stories of the early kings. The growth of the one-man idea from the Gracchi to Cæsar and leading to the empire should be emphasized as a dangerous tendency in a republic.

Third six weeks, Breasted, pages 600-715.

The many causes for the downfall of the empire and the rise of the Christian church are the two most important subjects. The effects of the barbarian invasion upon both the church and the state, the rise of new kingdoms and a powerful religion are also very important.

Books, Ancient and Greek: Arnold's "Stories of Ancient Peoples," Shaw's "Stories of the Ancient Greeks," Gayley's "Classic Myths," Webster's "Early European History" and Ashley's "Early European Civilization."

Roman: Harper's "Classical Dictionary of Antiquities," Guerber's "Story of the Roman," Seignobos' "History of the Roman People" (especially for early legendary story of a Roman). Webster's "Early European History," Ashley's "Early European Civilization."

MEDIEVAL AND MODERN HISTORY

The period of time from the German invasions to the present is so vast, so full of life and movement, that the historic picture must be drawn in free and bold outline and with strong emphasis upon striking personage and events if the pupil is to retain any definite impressions. It is the history of that period of national expansion which brought Europe into the closest contact with the new world of the west and the old world of the east. It is essential that a knowledge of its main features be possessed because of their bearing on all the affairs of the world.

The pupil should be led to see the reformation as something more than a debate over doctrines or a quarrel over church administration—as the irrepressible conflict between the German and the Latin idea; he should have some knowledge of the growth of nationality with its profound influence on modern history; of what is meant by the balance of power and its use in European politics; he should understand the changes produced by the industrial revolution and finally the meaning and importance of modern democracy. There are some of the fundamentals without a knowledge of which it is impossible to understand the present day conditions.

It is possible to arouse and hold the interest of the pupil by putting human interest into the study of each topic, and this can be done by utilizing the biographical element or by putting in the foreground the nationality most prominent for the time being. For example, Frederic Barbossa may be taken as typical of flood tide medievalism. In the reformation Luther, Calvin, Zwingli can each be used to give added interest to the narrative.

France with Henry IV, Louis XIV, may head the line in the study of the growth of nationality.

Above all, the pupil's imagination and his appreciation of what is really interesting and significant must be quickened, strengthened and disciplined.

Constant attention should be given to the excellent bibliography in the text.

An additional reference which is up to date, interesting and authentic is: Carlton J. H. Hayes—Political and Social History of Modern Europe.

FIRST SEMESTER:

First six weeks, Robinson, chapters I-VIII.

The German invasions, Christian church monasticism, Charlemagne and his empire, and feudalism are to be stressed during this period. Special emphasis should be placed on English history, especially those parts which bring out the development of the English constitution and parliamentary government.

Second six weeks, Robinson, chapters IX-XIII.

The causes and results of the crusades, as well as their romance, will appeal to the pupil's imagination. The church, towns, books and science of the middle ages are apt to be intangible and indefinite to the average pupil. They are best studied through typical personalities: St. Francis, St. Dominic, John Wycliffe, Roger Bacon, Michael Angelo, Raphael, Rembrandt, and Van Dyck.

Third six weeks, Robinson, chapters XIV-XVII.

With the protestant revolution we come to a period important, interesting, modern, and strongly human. The effect of it and of race and geographical divisions in emphasizing the spirit of nationality and bringing about the rise of modern nations (notice in this connection the peace of Westphalia and the German revolt against Swedish supremacy) advances our study rapidly into fields of international relations.

Biography has an important role to play here. The pupil should have a very definite picture of Luther, Calvin, Loyola, Henry VIII, Elizabeth, Mary Queen of Scots, Philip II, and James I.

The attitude of both Tudors and Stuarts toward the church and parliament must be carefully noted as well as the effect of conditions which in any way bear on the study of American history.

SECOND SEMESTER:

First six weeks, Robinson, chapters XVIII-XXIV.

The study of the growth of democracy and nationality is exceedingly important throughout this semester. It is suggested that an outline showing the growth of Prussia be commenced this period and completed the second period. The part played by France in the unification of Prussia is well worth noting.

The wars of the eighteenth century, culminating in the seven years' war with its world wide consequences, require careful study. The growing solidarity of mankind, and the increasing complication of international relations should be impressed upon the pupil.

It will not be difficult to show the rapidity with which the western world moved toward new things during the years in which Rousseau, Voltaire, Newton, Diderot and Adam Smith flourished.

The French revolution, rich in graphic literature, intense, dramatic and rapid in action, is always an easy period from which to teach many important lessons in history and politics.

Second six weeks, Robinson, chapters XXV-XXXI.

The history of Italy from 1820 until its final unification in 1870, with the parts played by Cavour, Victor Emmanuel and Garibaldi, as well as its relation to the Catholic church, is intensely interesting. It would be profitable for the pupil to outline this period of Italian history.

The industrial revolution is of great importance and its relation to capitalism, socialism and other present-day institutions should be carefully noted.

Special attention should be given toward the German constitution, Bismarck, state socialism and the Hohenzollern "spirit" in preparation for the work of the third period.

The Irish question should be supplemented by outside references which will bring it down to the present. The general reforms in England, contrasting policies of Lord Beaconsfield and Gladstone are important. Thayer's "Cavour" and Lytton Strachey's "Queen Victoria" will add greatly to the interest in Italian and English history.

Third six weeks, Robinson, chapters XXXII-XXXV.

The same methods may be employed in studying Russia as were suggested for Ireland. Recent magazine and newspaper articles should be

consulted in order to show the results of Bolshevism and the present condition of the country.

The Eastern question is important, for without a knowledge of that and imperialism it is impossible to understand the causes of the world war. Reference: McMaster, J. B.—*The United States in the World War*.

AMERICAN HISTORY

FIRST SEMESTER:

First six weeks, Fite, chapters I-X.

Discovery and exploration. For the relation between geography and history see Brigham's "Geographical Influences in American History."

For the aborigines, the discovery and naming of America, note especially Fiske's "Discovery of America."

Show the effect upon Spanish colonization and upon Spain herself of the easily gotten wealth she found in the new world.

The European colonies. Note the adaptability of colonists and country to each other in each of the thirteen colonies.

For boundaries see Thwaite's "The Colonies."

The instructor should show and have the pupils verify as far as possible that the first three intercolonial wars had their origin in European conditions, while the French and Indian wars began in America over American conditions, though European considerations later became involved.

Reference: *Medieval and Modern History*—Robinson.

Second six weeks, Fite, chapters XI-XIV.

In studying the colonial policy of England the general European view of colonies should be investigated and the attitude of England toward her colonies compared with that of other countries, and, as always in the study of history, the spirit and conditions of the time should be considered.

Note carefully the navigation laws, and acts of trade, ideas of representation, extent of right of suffrage, and new attempts at colonial taxation.

It is suggested that the pupils trace the idea of the union of the colonies up to the continental congresses.

The work of George Rodgers Clark and its connection with the proclamation line of 1763 and the Quebec act should be noted.

In connection with the treaty of peace the attitude of France and Spain, as well as of England and the colonies, should be clearly understood, and this will necessitate a full knowledge of the terms of the French alliance. Fiske's "Critical Period" is indispensable for this topic and the entire period of the confederation. Insist on reasons for calling this the "critical" period in American history.

References:

- Fiske—*American Revolution*.
- James—*Readings in American History*.
- Brooks—*Historic Americans*.
- Lecky—*The American Revolution*.
- Hart—*Formation of the Union*.
- Walker—*The Making of a Nation*.

Third six weeks, Fite, chapters XV-XVIII.

This period of federalist supremacy falls into three divisions. First—Organization of the government, which includes Hamilton's financial measures; establishment of judiciary; authority for, composition of courts; development of parties; the alien and sedition acts, to what extent justifiable and to what extent dangerous; the Virginia and Kentucky resolutions should be carefully studied as to their cause, the reasoning upon which they were based and the logical results to which they led.

Second—Foreign relations.

Third—Fall of the federalists. Causes. The domestic policy and economic reorganization of the republicans. The question of slavery and Monroe doctrine are to be noted carefully. See references following second period.

SECOND SEMESTER:

First six weeks, Fite, chapters XIX-XXII.

This period is rich in outstanding national leaders and it is the task of the teacher to present these individual characters so as to typify the age in which they lived. Henry Clay, Daniel Webster, John C. Calhoun, William Lloyd Garrison, William H. Seward, Stephen A. Douglas.

Andrew Jackson, a new type in the presidency; his attitude toward the national bank, nullification, Indians in Georgia.

The financial questions, 1830-1842. Investigate basis and justice of cry, "The reannexation of Texas and the reoccupation of Oregon"; also cause and outcome of cry "Fifty-four forty or fight."

A brief review of Oregon history should be given at this point.

References:

Horner—Oregon.

Dye—McLoughlin and Old Oregon.

Schaefer—A History of the Pacific Northwest.

The intimate connection between the Mexican war, the discovery of gold in California, compromise of 1850, and the Kansas-Nebraska act should be strongly emphasized. See Burgess' "The Middle Period" in American History Series.

Second six weeks, Fite, chapters XXIII-XXVI.

Consider carefully the origin and composition of the republican party, the direct causes of secession from the introduction of slavery in 1619, attempts at compromise, Abraham Lincoln and his policy, questions concerning contraband and blockade, three reasons for the emancipation proclamation and the three plans for reconstruction.

The financial policy of the government, panics and general unrest, as signified by the rise of the greenback, populist, socialist and labor parties.

The "Granger cases" and the increasing power of state and government over public utilities are important.

References:

Wilson—Division and Reunion.

Sparks—National Development.

Latané—America as a World Power.

Third six weeks, Fite, chapters XXVII-XXIX.

Special attention should be given to the following:

The Panama canal, trust prosecutions, The Hague conference, universal peace movement, trouble with Mexico, outbreak of war in Europe in 1914, attempt of United States to remain neutral, and declaration of war against Germany.

References:

- Latané—America as a World Power.
- Ogg—National Progress.
- McMaster—The United States in the World War.
- Dewey—National Problems, 1885-1897.
- Dewey—Financial History of the United States.

General references:

- Bassett—Short History of the United States.
- Rhodes—History of the United States.
- Schouler—History of the United States of America Under the Constitution.
- McMaster—History of the People of the United States.
- Henry Adams—History of the United States; Administrations of Jefferson and Madison.
- Gordy—Political History of the United States.
- Beveridge—Life of John Marshall.
- Channing, Edward—Guide to the Study and Reading of American History.
- Dunning—Reconstruction, Political and Economic.
- Fite—Social and Industrial Conditions.

Source books:

- Macdonald, William—Documentary Source Books of American History.
- Hart—American History Told by Contemporaries.

CIVICS

Form and Functions of American Government—Reed.

The term civics, properly understood, includes a study of American government, its form and functions, and closely related matters. In recent years, however, the tendency has been to so broaden its scope that civics is now a blanket term, including within its province the whole range of the social sciences. This disintegrating process has produced unfortunate results. Not only has the basic subject, American government, been thrust into the background, but the vast range of subjects covered has led to ill organization in presentation and superficiality in treatment. This fantastic organization and presentation is quite bewildering to the pupil. Too often he emerges from the course with a mere smattering of many things, few of which are presented with the thoroughness necessary to make a lasting impression upon him. The moral is, not only should the scope of civics be limited, but the subjects that are included should be vitalized, coordinated, and presented in the light of the American government, as their central concept.

The inference should not be drawn that the course in civics should be limited to a study of the framework and functions of government. The aim of the course should be "to give the pupil an intelligent conception of the great society in which he is a member, his relation to it, what it requires of him, how it is organized, and what functions it performs." Yet the teacher should bear in mind that whether the topic under discussion be immigration, banking, trade unions, conservation, crime, poverty, taxation, or public finance, the importance of governmental organization, policy, and action should be stressed. Only in this way can the course be made vital. Only by some such integrating process can civics be given the substance and definiteness necessary to insure it a place in the high school curriculum commensurate with its importance.

The appended outline is not a syllabus. Its aim is to establish the general boundaries of civics, and to indicate the important topics within those boundaries. Other topics may be added, and those included may be enlarged. To this end the teacher should utilize the excellent bibliography that accompanies each chapter in Reed. The authoritative treatises on American government by Bryce, Beard, Munroe, Woodburn, and other eminent publicists, should have a place in every school library. The pupil should have access to periodical literature which treats of government as a going concern. Government will then cease to be, for him, a cold abstraction, functioning in the land of Nowhere, and become a living, growing thing, pulsing with the life blood of the nation. Thereby civics will fulfill its chief aim—the vitalization of American government, its form and functions.

Part I. BACKGROUND OF AMERICAN GOVERNMENT.

1. *English and Colonial Origins.* The evolutionary character of government. The American people. Continuous developments of American political institutions from English originals. Trading company charters. Comparative study of the governments of crown, charter and proprietary colonies. Popular assembly v. royal governors. Colonial voting qualifications. Development of English common law. Development of equity. Distinction between law and equity. Characteristic features of judicial procedure.

2. *The Early State Constitutions.* Provisional governments. Fundamentals of first state constitutions. Colonial misconceptions of the English government. Qualifications for voting and office holding. Overshadowing influence of the legislature. Principle of separation of powers. Theory of checks and balances. The conservative reaction.

3. *The Constitution and Its Makers.* Forces for and against union. The earlier attempts at union. The confederation; its weakness. Preliminaries of the constitution. The constitutional convention of 1787. Organization and composition of the convention. Variety of opinions and interests represented. The major and minor compromises. The constitutional convention and democracy. General character of the constitution. Methods by which it was adopted.

4. *The American Federal System.* The constitution the supreme law of the land. The specified and implied powers of congress. The general powers of congress. Limitations on the powers of congress. The Bill of Rights. Limitations on the states. Theories of the nature of the union. The federal amending process. Growth of the constitution by amendment, interpretation and usage.

PART II. THE ELECTORAL MECHANISM.

1. *Party Organization and Machinery.* Why political parties are formed. Necessity of political parties in a democracy. Nature and functions of political parties. Advantages of the two party system. History of American political parties. Party platforms. The minor parties and their significance. Party organization in nation, state and community. The machine. Rings and bosses. The reform of party organization. The citizen's obligations toward parties.

2. *Nomination and Electoral Machinery.* History of nomination methods. The caucus, convention and primary. Merits and defects of the primary. Election methods. Present qualifications for voting. Registration. The ballot. Ballot reform. The short ballot movement. Proportional representation. The preferential ballot. Absent voting. Compulsory voting.

PART III. STATE GOVERNMENT.

Early state constitutions. How state constitutions are made. Citizenship and suffrage. Naturalization. The long ballot. The initiative, referendum, and recall. Oregon's experience with these devices. General powers residing in the states. (a) The governor; his powers. Sources of the governor's power. His influence on legislation. Extradition. Growing prestige and power of the office of governor. Officials of state administration. (b) The state legislature. The nomination and election of state legislators. The composition and organization of the legislature. Legislative procedure. The reconstruction of state government. (c) The judicial system. Relation of the state to the federal courts. The state courts. The method of selecting judges. The recall of judges. Civil and criminal procedure.

PART IV. LOCAL GOVERNMENT.

1. *City Government.* Growth of cities. Relation of city to state. Different types of city charters. The mayor. The heads of city departments. Municipal officials and employees. Civil service in cities. The

city council. The reconstruction of city government. The commission plan. Its nature, merits, and defects. The city manager. Other recent changes in city government.

2. *County and Rural Communities.* Early types of local government. The county; its legal status, organization, and officials. Duties of county officers. The reform of county government. The New England town. The township. County districts. Incorporated communities. Problems of local government.

Part V. THE NATIONAL GOVERNMENT.

1. *The President and His Cabinet.* The electoral system. Results of the system. Method of nomination. The college of electors. The presidential campaign. Why great and striking men are rarely chosen. The president's powers. Appointments. The veto power. Influence on legislation. Relation of the president to congress. The president's relation to his party. The cabinet and the administration. The president as the peculiar representative of the people.

2. *The Congress of the United States.* Organization of congress. Relative position of the two houses. Merits and defects of the bicameral system. The sessions of congress. Organization of the senate. Its special powers. Ratification of treaties. Confirmation of appointments. Impeachments. Its concurrent powers. The house of representatives; its organization. Powers of the house. The speaker. Congressional law making. Introduction of bills. The committee system. Methods of voting. Amendments. Conference committees. The final steps in congressional legislation.

3. *The United States Courts.* Judicial organization in outline. The sphere of the United States courts. Personnel of the United States courts. The supreme court; its organization. The supreme court and the constitution. The subordinate courts. Protections for the independence of the federal courts.

4. *The Civil Service.* Meaning of the term civil service. The spoils system. Civil service reform. Civil service examinations. Appointments. Criticisms of the civil service system. Civil pensions.

5. *Territories and Dependencies.* Power of the United States to acquire and govern territories. Territorial growth of the United States. The Northwest Ordinance of 1787 as the basis of continental territorial government. Constitutional questions connected with the outlying possessions. The Philippine problem. Development of American administration in the Philippines. Government of Alaska; Hawaii; Porto Rico. Other possessions. District of Columbia.

Part VI. THE FUNCTIONS OF GOVERNMENT.

1. *Foreign Relations and National Defense.* Development of international relations of the United States. Traditional foreign policy. Why isolation is no longer possible. The nature of international law. The Monroe Doctrine. The control of foreign relations. The diplomatic service. Defense as a function of government. The regular army. The National Guard. The navy. The problem of disarmament. America and the League of Nations. The position of the United States in the new world order.

2. *Crime, Poor Relief and Public Welfare.* Crime and its causes. The modern theory of punishment. Penal institutions. Prison reform. Crime prevention. The problem of poverty. Causes of poverty. Old and new methods of dealing with poverty. State and local poor relief. The prevention of poverty. Relation between public morals and recreation. Municipal parks, playgrounds, and recreation centers.

3. *Education.* Development of our educational system. State and local school authorities. The national government and education. School finance. The newer demands in education.

4. *Public Health.* The chief problems of health protection. The prevention of epidemics. Quarantine. The milk problem. Public sanitation. The inspection of food and drugs. The fight against tuberculosis. The United States Public Health Service. State health organization. Local boards of health.

5. *Conservation of Natural Resources.* Changing attitude toward natural resources. The chief natural resources. The danger of exhausting them. The conservation movement. The federal land policy. The homestead system.

6. *Money and Banking.* Money and its origin. The functions of money. Important monetary laws. The coinage system. The double and single standard. Legal tender. Government paper money and its dangers. The function of banks. History of banking in the United States. Some practical banking operations. The federal reserve system.

7. *The Corporation Problem.* The essential characteristics of the corporation. Reasons for the dominance of this type of business enterprise. Incorporation laws. The "trust" problem. Competitive prices. Monopoly profits. Natural limitations of monopoly. Types of monopoly organization. Monopoly methods. Government regulation of monopoly. The Sherman and Clayton anti-trust laws. Regulated competition vs. regulated monopoly.

8. *Public Utilities.* Nature of public utilities. Necessity of public control. Franchises. Methods of public utility regulation. Public service commissions. Public ownership; its merits and limitations. Public utility problems at the present day.

9. *The Labor Problem.* Origin of the modern labor problem. History of labor organization. Collective bargaining. Union methods. Employers' methods. The closed shop and the open shop. The right to strike. The American Federation of Labor; its organization and program. Conciliation and arbitration. Compulsory arbitration. Industrial accidents and employers' liability. Child-labor legislation. Minimum wage laws. Socialism and syndicalism as they affect the labor problem.

10. *Immigration.* The immigration problem. The causes of immigration. Races in American immigration. Congestion of immigrants in cities. Distribution of immigrants. Machinery for the Americanization of the immigrant. Immigration laws. Effect of recent immigration legislation. Future immigration.

11. *Revenue, Taxation and Public Finance.* Sources of revenue. Taxation; its forms and incidence. Leading principles of taxation. Free trade vs. protection. State and local taxes. Suggested taxation reforms. Government expenditure. How appropriations are made. The new national budget. State, county, and city budgets. Public debts. Methods of borrowing and repayment.

SOCIAL PROBLEMS

Text: American Social Problems, Burch and Patterson (Macmillan, 1920)

FIRST SEMESTER:

It is suggested that this course precede that of economics, because it is more simple and because it provides a helpful background for the study of economics. The text is so well organized and the problems are so well chosen and clearly presented that no extensive outline seems necessary. The questions at the end of each chapter will be found invaluable as a stimulus to discussion and as a basis for review.

First six weeks, Burch and Patterson, pages 1-123.

The first three chapters deserve emphasis because they provide the viewpoint and the background for the course. See Schmucker, McCabe and London as listed below.

Second six weeks, Burch and Patterson, pages 124-235.

Chapter XV, though difficult, is fundamental. See Scott Nearing and H. G. Wells. Following chapter XVII it would be well to make a study of Oregon's program of social legislation, including Widow's Pension Law, Minimum Wage for Women, Workmen's Compensation Act, Child Labor Law, and the Compulsory School Law. These are matters which every student should understand.

Third six weeks, Burch and Patterson, pages 237-353.

Some of the references given by Burch and Patterson are too far advanced for high school students. Those that have proved especially useful are listed below. The interest and life of the course will be enhanced by a free use of these books. The ones that are starred are particularly good.

References:

- *Meaning of Evolution, S. C. Schmucker.
- The A B C's of Evolution, Joseph McCabe (Putnam's).
- "Before Adam," Jack London (Macmillan).
- Steiner's books on Immigration (F. H. Revell Co.).
- Making of an American, J. A. Riis.
- *E. A. Ross's books on Social Problems.
- Social Evolution, F. S. Chapin (Century Co.).
- Sociology and Modern Social Problems (a textbook), C. H. Ellwood (American Book Co.).
- *Booker T. Washington's book on the negro.
- New Worlds for Old, H. G. Wells (Macmillan).
- *Social Adjustment, Scott Nearing (Macmillan).
- The Man Behind the Bars, W. L. Taylor.
- Latter Day Problems, J. L. Laughlin.
- Social Problem, Towne (Macmillan).

ELEMENTARY ECONOMICS

Text: An Introduction to Economics, Graham A. Laing (Gregg)

The elements of economic science should be presented simply and "concretely," so far as possible, and in a way to show their relation to everyday affairs. Abstract reasoning and theorizing may cause the student to become discouraged. It is suggested that in addition to Laing, at least Burch and Thompson be available (see references). Much

use should be made of the examples and illustrations given by the text, and also of the graphs, pictures, tables and descriptive matter in Thompson's book, and of the questions and problems in Thompson and Burch. Definite citations to supplementary material follow in the outline.

First six weeks, Laing, pages 1-159.

Careful study of *The Meaning of Economics* (chapter I) will do much to give students the right perspective. See Thompson, chapter I, and Fradenburgh, chapter I.

Important topics: The four stages of economic development.

Advantages and defects of the competitive system. See Thompson, 141-150.

Wealth, Utility and Production as economic terms. See Burch, chapter I.

Land, Labor and Capital defined and illustrated. Thompson, chapters IX, X, XE; Burch, chapters XIX, XX.

Laws of increasing and decreasing returns. These should be discussed in simple terms, and much illustrative material should be used. See Thompson, chapter V.

Under Organization of Production the steps in the evolution of business should be traced, then the advantages and dangers of monopoly and of large scale production should be emphasized.

Chapters X and XI are difficult. Much should be made of the author's illustrations; materials from other sources should be used. See Thompson, chapter V; Burch, chapter XXXII.

Second six weeks, Laing, pages 160-320.

Much should be made of chapters XIII and XIV because of the interest they will arouse, and because of the value of their information; so, also, chapters XXII and XXIII. For additional material, see Laughlin.

The evolution of the banking system, because of its practical importance, deserves careful study. Parts of this topic—especially the Federal Reserve System—will require painstaking explanation. Make use of the local banker if possible. It is suggested, too, that the timely material in the Appendix of the text be drawn upon at this point.

International trade and foreign exchange may be touched lightly.

Third six weeks, Laing, pages 320-447.

Economic rent, interest, profits and distribution are terms to be stressed. See Burch, chapters XL, XLII and XLIII.

Chapter XXV includes social problems and may be passed over lightly if the course in Social Problems has been given; otherwise it deserves emphasis. See Burch, chapters XVI and XVII.

The last four chapters in Laing are unusually clear and complete. About three weeks should be given to these topics. Single tax might be added if time allows. See Bullock, chapter XIV; Burch, p. 502.

Supplementary Books:

*American Social Life, H. R. Burch (Macmillan, 1921).

*Elementary Economics, C. H. Thompson (Sanborn, 1921).

Elements of Political Economy, J. L. Laughlin (American Book Co.).

Elements of Economics, A. G. Fradenburgh (Scribners, 1921).

Latter Day Problems, J. L. Laughlin (Scribners, 1917).

BOOKKEEPING

The outline given here assumes the taking of two periods daily for the work, and provides for the use of business practice and the handling of the required business papers.

In the work in bookkeeping it is essential that pupils appreciate the paramount importance of neatness and accuracy. Each transaction should be thoroughly understood before any record of it is made, in order that, when it is made, it may be made correctly.

It will be found advisable to use the recitation frequently. It will help to bring out difficulties and save much time in explanation.

It does not follow from this that it will be necessary to keep the entire class together throughout the work; in fact, no attempt should be made to hold them together. Pupils should be allowed to do their work as rapidly as is consistent with thorough understanding, and it is inevitable that some will work ahead of the others. This will not materially affect the value of the recitation to all.

FIRST YEAR

FIRST SEMESTER:

Principles of bookkeeping, introductory course, Miner and Elwell.

First six weeks, to page 58.

Second six weeks, to page 117.

Third six weeks, to page 149.

SECOND SEMESTER:

First six weeks, to page 184.

Second six weeks, to page 223.

Third six weeks, to page 256.

INDUSTRIAL ARTS

SEVENTH, EIGHTH, NINTH AND TENTH GRADES

In harmony with the great developments of industrial education in all parts of the United States, as well as in other countries, the schools of Oregon should keep time with this progressive movement. As an incentive in this work and for the purpose of having a common basis or source of information, the state textbook commission has seen fit to name two most excellent texts for manual training work. In the past, the matter of textbooks (or reference books, as no text was officially adopted) has been a source of confusion in the different schools and classes. The introduction and use of the adopted books will do much to standardize the industrial work in our schools.

The following outline or suggested course of study is written for the Oregon schools and is therefore based on the textbooks adopted in June, 1919, by the state textbook commission. These books are "Trade Foundations Based on Producing Industries" and "Prevocational and Industrial Arts."

The first book, named "Trade Foundations Based on Producing Industries," is exactly what the title implies, a book for laying a foundation for an intelligent selection of an occupation. These books should be in the hands of each pupil of the seventh, eighth, ninth or tenth grade who is doing any form of industrial arts or manual training work.

The second book, named "Prevocational and Industrial Arts," is clearly a book of projects and technical details of a number of crafts or industries.

GENERAL STATEMENTS

So many of our schools are following the plan of the junior high school or the six-three-three plan that this suggested outline has been made to meet the conditions found in these schools.

The work is outlined on a time basis of double periods, ninety minutes in length, five days each week. In schools where less time is given or where other grades are taking the work, the teacher should be able to arrange the work to suit the organization of his school.

All manual training is or should be prevocational work. No industrial work should be undertaken unless the predominating aim is to equip the pupil to make an intelligent choice of a vocation. For this purpose he must have an opportunity to undergo as many typical practical experiences as possible. In addition to the experiences gained in practical shop work, each individual must have an opportunity to know the possibilities and remuneration in the different occupations; the requirements for entrance; the opportunities for advancement; the physical, hygienic, social, moral, and civic features of each occupation studied.

With this thought in mind there must be close cooperation and coordination with and between all different departments and classes in the school. The teacher of English should assign topics for composition or descriptive writing in cooperation with the teachers of agriculture, home economics, manual training and commercial subjects. The teachers of arithmetic should accept a series of problems bearing on these industrial subjects if furnished by the industrial teachers. Such problems should be given to the class as supplementary problems. The teacher of reading

should find an awakened interest on the part of most of her class if she will call on the pupils who are interested in prevocational work to bring in and read a selection pertaining to their work.

The shop teacher will get many valuable suggestions and also practical shop projects or jobs for his prevocational classes by taking an active interest in the school as a whole and listening to the suggestions offered by his fellow teachers.

In most of the schools of Oregon the following outline will in general more nearly meet the requirement for industrial arts work in the seventh, eighth, ninth and tenth grades:

Woodwork (joinery and cabinet making).	Blacksmithing.
Drawing (shop and mechanical).	Wood turning.
Printing.	Electric wiring (wireman).
Carpentry.	Plumbing and pipefitting.
Harness repair.	Sheet metal work.
Household mechanics.	Concrete construction.
	Auto mechanics.

SEVENTH GRADE

ATTENDANCE.

Time—Not many schools in this state are giving more than seventy-two hours per term to industrial arts work in the seventh and eighth grades. Pupils should come daily until the allotted time is used, rather than coming one day per week for the required number of weeks. Much more efficient work will be done under this plan.

Drawing—Elements of mechanical and shop drawing.

Suggested projects: Blocking out lines, relation of views, sketching and shop drawing.

Woodwork—Joinery and cabinet making.

Suggested projects: Broom holder, nail box, footstool, bill file, puzzle peg.

Printing—Suggested projects: List of words missed in spelling, tickets, visiting cards, letter heads, return address on envelope, exercises taken from work in English.

Sheet Metal Work—Suggested projects: Repair work, soldering buckets, pans, etc., patches on buckets, boilers, cookie cutters, stovepipe.

EIGHTH GRADE

Concrete Construction—Suggested projects: Fence posts, trough, concrete walks, concrete steps, flower box, roller, garden seat.

Household Mechanics—Suggested projects: Plumbing—faucets, thread cutting, repair flush tanks, traps, range boiler. Electric work—electric bells, circuits, batteries, motors, switches, electrical insulations. Repair work—Soldering, glazing, repair window weights, door locks.

NINTH GRADE

Blacksmithing—Suggested projects: Angle irons, brackets, braces, wagon stake braces, corner irons, toy wagon axle, lap link, ring hook with bolt, gate hinge, hook staple.

Harness Repair—Suggested projects: Cleaning and oiling, sewing and riveting, patching tug, patching lines.

Farm Woodwork—Suggested projects: Chicken feeder, trap nest, self-feeder for hogs, combination nests, work bench.

Auto Mechanics—Suggested projects: Brake lining, rear end, transmission, steering, valve grinding.

TENTH GRADE

Carpentry—Suggested projects: Garage with different shaped roofs, porches, etc.

Cabinet Making and Wood Turning—Suggested projects: Piano bench, dressing table, office desk, sewing cabinet.

The following suggestions are offered in an attempt to carry out the plan presented:

1. That the teacher of industrial arts be supplied with the same texts his pupils are studying in all subjects.
2. That said teacher study carefully the school curricula and keep himself posted as to the progress of his pupils in various school subjects so that whenever possible he may strengthen the academic work by making industrial applications.
3. That the first-hand knowledge he will obtain by visiting various manufacturing plants will be of much benefit to him.
4. That a good filing system be worked out to contain clippings, photographs or pictures, catalogs, government bulletins, etc., bearing on all topics which may be of value in teaching.
5. That conferences be held with the teachers of various subjects to secure cooperation.
6. From time to time industrial leaders might be secured to present such data as would be of value to the pupils for vocational guidance purposes.
7. Vocational guidance charts might be made up showing the possibilities in various lines of work, including educational requirements, hours of labor, possibilities of advancement, remuneration, health conditions, etc.

HOME ECONOMICS

The following course of study was prepared in 1919 and printed in the 1919-1920 Course of Study for the high schools of Oregon. It is intended to be comprehensive as well as suggestive. A definite order is indicated for the benefit of the teacher who desires specific direction. Other teachers who prefer to exercise their own initiative are at liberty to do so, as stated in the opening discussion of the course. To conform to the common practice, the course is arranged according to semesters, eight units being provided for the 1919-1920 course, to which a ninth is added this year.

The addition is a course in home hygiene, child care and home nursing. This new course is organized to meet the needs of the high school girls and requires no prerequisites. It should be offered as an elective in the junior or senior year, although any high school girl of a lower class who is likely to withdraw before the junior year should be admitted. This course teaches child care and gives the practical treatment of simple ailments of the human body and methods of handling emergencies that occur in the home, the school and elsewhere.

"Florence Nightingale, long ago, made the distinction between health nursing and sick nursing. In health nursing she included all the activities which make for the health of the individual, the family and the community, and which help to build up a stronger and better race."

"Home economics is a subject that centers around the problems of the home and other institutions, the problems of which are of a similar nature. The subject includes a study of food, shelter and clothing viewed from the standpoint of hygiene, economics and art, and a study of the relations of the family to each other and to society."

A modern course in home economics consists of something more than lessons and demonstrations in sewing and cooking. While it is the purpose of such a course to develop ability to cook and sew, the real aim of the home economics work is much broader; it should increase in the girl a feeling of responsibility as a member of her family group and awaken in her a desire to participate in promoting the welfare of society in general.

The courses in cooking offered in household science are designed (a) to develop in the girls an appreciation of the power of a sound mind and a healthy body; (b) to give a knowledge of the maintenance of the body in health, and (c) to indicate the means by which health may be restored if lost. This requires a knowledge of the composition and function of foods; how to choose the right food and how to prepare and serve it. The course should give to every girl knowledge and skill in home making that is an essential part of the education of every young woman, regardless of her future occupation.

Many mothers of the present day lack the scientific and economic knowledge to adjust themselves to modern conditions in the training of their daughters. The schools or some other agency must train the girls in order that the modern home may be managed in the most efficient way and thus bring about the fullest happiness of the family group. The need for the right kind of homes, which will serve as factors in developing the character of the members of the family group, is being recognized as a national obligation.

In preparing a high school course in home economics, three types of students must be considered:

1. The girl who expects to remain at home or become a home maker upon the completion of her high school education.
2. The girl who aims to enter industrial or commercial pursuits and will require some home economics studies as a part of a liberal education.
3. The girl who aims to go to college.

This course has been prepared so that each semester's work represents a complete half unit. In planning the course it is assumed that the students have had some industrial training in the lower grades and home economics in the seventh and eighth grades.

Because of the immaturity of students and their lack of sufficient basis for choice, it seems advisable that the work of the seventh and eighth grades be required of all girls. Every girl, no matter what line of work she may enter, should have an opportunity to become acquainted with at least this amount of the subject.

The aim of the courses in home economics as presented to the seventh and eighth grades is to teach good working habits together with the fundamental facts of good cooking and good sewing. The lessons are planned to develop deftness and accuracy in handling of materials; judgment as to the choice of material and as to the finished product; correlation of hand and brain and, withal, self-reliance. When the girl leaves the eighth grade she should have a general working knowledge of the simple foods, their selection and preparation and the correct combination of these foods in the meal. She should be able to appreciate, in a measure, the questions of economy, conservation, hygiene, and art in the solution of the clothing problem, and the practical work of the sewing room.

The arrangement of the following courses is suggestive only. It is optional to instructors as to the particular years in which the subjects should be presented. The courses in household science and household art may be given alternate semesters or sequentially.

In presenting the subjects of household science and household art, there is great danger of becoming mechanical—giving mere cooking or sewing lessons. This should be guarded against in every way possible, by keeping in mind the main objective; namely, train the girl to maintain a home economically, to keep the family healthy and to make home a comfortable and happy place.

The number of units to be offered in the field will vary with the school, from one unit in household science or household art to a maximum of four units in home economics divided along the lines suggested. The work in any school may be of a type to fit the desires of the community and the local board of education.

The method of offering the course in home economics may also vary, but it is recommended that one of the following plans be adopted:

- a. A semester (18 weeks) in household science followed by a semester in household art or, vice versa, 90-minute periods five times a week, the time to be utilized as seems most advisable to the supervisor in charge.
- b. A full year of household science or household art, 90 minutes a day, five times a week. When this plan is used, it seems best to offer

the work in clothing the first year. This arrangement will give the students an opportunity to elect the elementary sciences, preparatory to household science work.

CORRELATION.

It is recommended that correlation of other subjects with those of home economics have special consideration. Chemistry, physics and physiology or some other biological science should precede or parallel the work in elementary dietetics and sanitation; fine arts should make a valuable contribution to household arts.

The home economics studies offer many opportunities for correlation with other subjects in the school, thus lending themselves easily to the development of a well-knit, unified curriculum. Based, as much of the work is, on underlying principles of science, the interrelations of the natural and physical sciences with the home economics subjects should be carefully worked out and applied as frequently as possible to their mutual strengthening. The fact that girls are often not interested in science and do not grasp its principles has given rise to the statement that they have not scientific minds and hence can not learn the subject.

This condition is really due not to the fact that the girl has any less ability for comprehending scientific truth, but rather to the fact that in the past the principles of science have been taught through phenomena that do not come into the life and knowledge of the girl and that consequently have little meaning or interest for her. If her chemistry, physics and biology are taught in connection with the materials and processes she is accustomed to use every day in her home and school life—the chemistry of foods and textiles, the physics of the kitchen range and the heating system of her home, the biology of the cleaning and preserving lessons of her home economics course, the hygiene of her own personal life and surroundings—it will be observed that her interest is quite as keen and her mental processes quite as alert as are those of the boy when he studies his steam engine or automobile.

"It has not been the custom in the past to introduce science work, other than the nature study and geography of the early elementary grades, before the first year of high school or the ninth year. There seems no valid reason why these subjects in the form of general science should not form a part of instruction under the general title of Introduction to Science, with special subdivisions of hygienic and chemico-physical study;" and that the studies "should be scientific, although not science in the strict sense. That is, they should follow methods of science, but not its characteristic generalizations."

If the home economics teacher has the proper preparation, general science may well form an integral part of the home economics course, and its applications and illustrations may be taken from that field, thus making for economy of time as well as for a surer understanding of the principles.

The state adopted textbooks in home economics should be supplemented by the standard reference books and bulletins, reports, charts and other material supplied by federal and state governments. The instructor should see that the school library is supplied and the pupils make use of the library. The current magazines also provide much of value but the teacher must exercise judgment in their use. (See state library lists for bibliography.)

Note Books—The general tendency today seems to be away from note books as much as possible. All students, however, should keep a note book of some kind or a card system. In it they should enter the assignments, notes on special reports, outlines, summaries and like materials. They should be encouraged to work out some system in the keeping of notes. Students will learn that a good set of notes is a splendid companion for their textbook, as well as a means of giving the subject definite organization.

A strong advisory system is to be recommended in home economics in order that the girl may choose those studies which help her to attain her goal, whatever that may be. The fundamental course may be the same for all groups. The differentiation may be established through subsequent courses or through a series of unit courses. The aims of the individual members of the class should determine subject-matter to be chosen.

The following outline of a four years' high school course is suggested for the student desiring to major in home economics:

FRESHMAN YEAR

FIRST SEMESTER:

English.
General Science.
Home Economics.

Electives—Algebra, History.

SECOND SEMESTER:

English.
General Science.
Home Economics.

SOPHOMORE YEAR

FIRST SEMESTER:

English.
History.
Home Economics.

Electives—Botany or Biology, Algebra, Geometry, Modern Language.

SECOND SEMESTER:

English.
History.
Home Economics.

JUNIOR YEAR

FIRST SEMESTER:

English.
Home Economics.

Electives—Civics, Physics, Modern Language, Typewriting, Geometry, Algebra.

SECOND SEMESTER:

English.
Home Economics.

SENIOR YEAR

FIRST SEMESTER:

English.
Home Economics.

Electives—Chemistry, Economics, Modern Language, Stenography, American History.

SECOND SEMESTER:

English.
Home Economics.

FOUR YEAR COURSE IN HOME ECONOMICS

HOUSEHOLD SCIENCE—FIRST SEMESTER

Periods, 90 minutes daily

THE KITCHEN

<i>Technical Work</i>	<i>Subject Matter</i>	<i>Correlation</i>
Organization of work	Furnishing	General Science
Cleaning	Care	English
Measuring	Housekeeper's duties	Physiology
	Measures	

HEAT COMBUSTION AND FUELS

Experiments illustrating burning	Essentials of combustion	General Science
Laying, starting and regulating fire	Kinds and classes	
Regulating gas and electric equipment	Value of different fuels	
	Kindling temperature	
	Products of combustion	

PRESERVATION OF FRUITS AND VEGETABLES

Canning, preserving and jelly making under various methods	Why fruit spoils	Bacteriology
Sterilization and sealing	Gums as friends and foes	Botany
Labeling and storage	Methods of preservation	Physiology
	Harmful preservatives	
	Prevention of waste	
	Changes due to preservation	
	Selection of fruit and vegetables	
	Proper storage	

WATER

Experiment to show freezing, simmering and boiling points and how these are affected by addition of salt	Composition	Chemistry
Removing temporary and permanent hardness	Source	Physics
	Uses in body	Physiography
	Uses in cooking	Bacteriology
	Kinds	
	Daily requirement	
	Temperatures	
	A cleansing agent	

FOOD

Classify common foods	Classification	Chemistry
Compile food list according to food values	Composition	Physiology

CARBOHYDRATE SERIES—SUGAR

Experiment for melting point of sugar	Source of sugar	Geography
Make peanut brittle and other candies	Manufacture	Physics
Pack and wrap box candy	Value of sugar and candy in the diet	Chemistry
Make sugar syrup and lemonade	Daily requirement	
	Danger from excess	
	Importance of pure candy	
	Principles of candy making	
	Methods of avoiding crystallization	

FRUITS

Cooking fresh and dried fruits	Composition	Botany
	Classification	Chemistry
	Nutritive value	Physics
	Selection and care	Geography
	Principles involved in cooking	
	Cost	

CEREALS AND STARCHES

Experiments to determine solution of starch in hot and cold water	Source and composition	Geography
Use of iodine test to identify starch	Food value	Botany
List of starchy foods	Principles of cooking	Physics
Preparation of cereal dishes	Need for thorough cooking	Physiology
Boiling, steaming and fireless cooker	Manufacture of starch	
Report upon home cookery of sago, tapioca and macaroni	Manufacture of cereal products	
	Comparison of uncooked and ready-to-eat cereal products	
	Storage and cost	

VEGETABLES

<i>Technical Work</i>	<i>Subject Matter</i>	<i>Correlation</i>
Baking, boiling and steaming	Composition	Geography
Addition of seasonings	Classification according to parts used	Botany
Making of vegetable soup and white sauces	Principles of cooking	Physics
Soup accompaniments	Methods of cooking	
	Changes due to cooking	
	Digestibility	
	Selection and care	
	Serving	

QUICK BREADS

Leavening by means of chemicals	Meaning of term	Chemistry
Incorporation of air	Essentials for bread making	Physics
Expansion due to steam	Flour (manufacture)	Physiology
Experiments to show action of various leavening agents	Leavening agents	
Make biscuits, muffins, etc.	Rules for making	
	Nutritive value	
	Digestibility	
	When to serve	
	Cost	

a. BEVERAGES—b. BREAKFASTS

a. Steeping, boiling, steaming	Water	Chemistry
b. Marketing	Beverages	Physiology
Cooking	Tea, coffee, cocoa and chocolate	Geography
Table setting	Planning breakfast	History
Serving	Table service	English
Correct eating	Table etiquette	
Care of leftovers		
Cleaning		

PROTEIN COOKERY

(Comparative food values of milk, meat and eggs)

Separation of parts of milk	Milk	Bacteriology
Effects of heat and acids	Composition	
Coagulation by rennet	Nutritive value	
Preparing milk dishes	Principles involved in cooking	
Pasteurize and sterilize	How to buy	
Clean milk utensils	Care and cost	
	Value in the diet of children	
	Certified, condensed and malted milk	
	Cheese (kinds and manufacture)	

EGGS

Testing for freshness	Structure and composition	Physics
Effects of heat	Nutritive value	Physiology
Use of eggs as thickening agents	Digestibility	
To incorporate air	Value of eggs in children's and invalid's diets	
Custards and souffles	Cause of spoiling of eggs	
Packing eggs	Cost and storage	

LUNCHEONS

Planning menus	Good food combinations	Physics
Compile lists of suitable luncheon dishes	Buying in season	Art
Cooking	Economy in foods	Mathematics
Buying	Table service	
Serving		

YEAST BREADS

<i>Technical Work</i>	<i>Subject Matter</i>	<i>Correlation</i>
Make yeast breads of various kinds	Kinds	
Baking	Yeasts—varieties	
Care of bread	Methods of reproduction, factors essential to growth	
	Methods of making breads	
Sandwich making	Materials used	
	Manipulation	
	Baking	
	Nutritive value	
	Digestibility	
	Comparison of cost of home-made and bakers' bread	
Field trip to bakery	Causes of defects in bread	
	Qualities of good bread	
	Score cards	
	Comparison of home-made and bakers' bread	
	Use of leftovers	

It is not expected that the students study Chemistry, Physics and Bacteriology in the first and second years, but the scientific phenomena may be explained by the teacher by the use of simple terms.

HOUSEHOLD SCIENCE—SECOND SEMESTER

Periods, 90 minutes daily, four times per week, parallel with Housewifery

MEATS

<i>Technical Work</i>	<i>Subject Matter</i>	<i>Correlation</i>
Examine structure	Kinds, structure	Physics
Effects of heat, acid and salt	Composition	Physiology
Cooking meat in various ways	Selection	
Soup making	Nutritive value	
Use of leftovers	Reasons for cooking	
Field trip to meat market	Methods of cooking	
List cuts of meat according to price	Methods of preserving	
	Food laws governing supply	
	Meat substitutes	

FISH AND OTHER SEA FOODS

Examine structure	Structure	Geography
Clean	Composition	Physiology
Cooking and seasoning	Selection	
Serving	Characteristics of good fish	
	Seasons of various kinds	
	Nutritive value	
	Methods of cooking	
	Reasons for cooking	
	Fresh and canned products	
	Serving	
	Cost	

FATS

Test for adulterants	Composition	Chemistry
Render fat	Kinds, sources	Physiology
Experiments to determine temperatures for frying	Value as a food	
cooked and uncooked food	Effects of heat	
Clarify fats	Economy in the use of fats	
Deep fat frying	Cost of various kinds	
Pastry	Substitutes	

CAKES AND COOKIES

Make and bake various kinds of cakes and cookies	Classification	Chemistry
	Ingredients and proportions	Physics
	Methods of mixing	Physiology
	Baking	
	Characteristics of good cakes	
	Score cards	
	Nutritive value	
	Digestibility	
	When to serve	
	Cost	

PUDDINGS

<i>Technical Work</i>	<i>Subject Matter</i>	<i>Correlation</i>
Make steamed, baked and boiled puddings	Classification	Chemistry
Sauces	Ingredients	Physics
Serving	Nutritive value	Physiology
	Digestibility	
	When to serve	
	Attractiveness	
	Cost	

DINNERS

Cooking and serving dinners	Menu making	Bookkeeping
Field trip to markets	Menus of meals for different seasons	Art
	Menus for special occasions	
	Menus for meals of small cost	
	Selecting of food materials for menus	
	Cost of food	
	Methods of purchase—marketing	

Note—These meals to be planned without calorific value; planned from knowledge of food principles.

SALADS

Make various kinds of salads	Classification	Botany
Make cooked, French and Mayonnaise dressing	Ingredients	Physiology
Select and prepare materials for salads	Preparation	Art
	Suitable combinations	
	Value in diet	
	Comparison of food	
	Values of different kinds	

GELATIN

Test for purity	Source	Chemistry
Experiments to show solubility in hot and cold water	Commercial preparation	Physics
Prepare gelatin—	Properties	Physiology
With fruit juice	Composition	
With fruit pulp	Value as food	
With fruit and nuts	Characteristics	
With cream or whites of eggs	Uses in cookery	
Use in making candy	Nutritive value	
	Cost	

LEFTOVERS

Make puddings, salads, soup, croquettes	Suitable food combinations	Art
Souffles, sandwiches, scalloped dishes	Condition of material	Physiology
Serve attractively	Seasoning	
	Economy	
	Digestibility	
	Cost	

FROZEN DESSERTS

Make ices and ice cream	Kinds and examples	Physics
Serve	Ingredients and proportions	
Care of freezer	How to freeze	
	The ripening process	
	Substitutes for freezer	
	Nutritive value	
	Digestibility	
	When and how to serve	
	Cost	

PREPARATION OF MEALS

Preparation and serving of meals is to be assigned the class from time to time throughout the semester.

HOUSEHOLD SCIENCE—SECOND SEMESTER

Housewifery

(This course is to parallel the preceding course)

Periods, 90 minutes one day per week

CARE OF THE HOUSE

Sources of dirt; way of removing dirt; materials for cleaning; necessity for definite plan; order of work for day or week; short cuts; use of labor saving devices; time studies for standard practice.

EQUIPMENT

Tools—inexpensive labor saving materials—common cleansing agents; choice, care and cost of tools and materials; relation of dress to efficiency; discussion of proper house dress, shoes, etc.

SPECIAL PROBLEMS TO BE CONSIDERED

Bedroom—bed making; daily plans of work; weekly cleaning.

Care of furniture—polished, wicker and reed; upholstered; painted.

Care of floors and woodwork—painted, oiled; varnished; waxed; enameled; linoleum.

Care of glass—windows; mirrors; pictures.

Bathroom—special study of plumbing; care of enamel, etc.

Kitchen—modern time saving methods; relation of posture to efficiency; special study of sink and its care; range or stove; refrigerator, cooler or window box; cupboards, closet or shelves.

Cleaning of kitchen utensils—iron, aluminum, silver, granite, nickel, enamel, brass, tin, wood.

Laundrying—sorting of clothes; removal of stains, including rust, fruit, coffee, cocoa, blood, oil, grass.

Soaking, washing, boiling, rinsing, bluing, starching, drying, sprinkling, ironing.

Special work on washing—flannels; silk hosiery and gloves; delicate fabrics.

HOUSEHOLD SCIENCE—THIRD SEMESTER

(May be taken either Junior or Senior Year)

Periods, 90 minutes daily

ELEMENTARY DIETETICS, TWELVE WEEKS

<i>Technical Work</i>	<i>Subject Matter</i>	<i>Correlation</i>
Weigh and measure 100 calorie portions of different foods	Selection of food materials for menus	Chemistry
Compute 100 calorie portions of several foods	Food combinations	Physiology
Calculate from dietary tables the number of calories each member of a given family requires for daily diet	Rules for combining various food principles	Bacteriology
List foods rich in protein, fat, carbohydrate and mineral content	Method of measurement of fuel value of foods	Art
Make trip to market; reports on market prices	Food requirements as influenced by age, etc., with special emphasis on correct feeding of infants and young children	English
Compare cost of foods purchased in small and large amounts	Dietary standards	Bookkeeping
Study labeling	Cost of food, conditions which affect cost, methods of purchase; marketing	Economics
Plan meals suitable for the breakfast, luncheon, dinner and supper	Means of reducing cost	
Plan meals for a definite sum	Planning meals	
Serve luncheon—allowance 10 to 12 cents per individual	Study principles underlying the making of menus	
Plan dinner—allowance 12 to 15 cents per individual; complete the day's ration	Suitable combinations	
Pay guests	Variety, etc.	
Serve dinner—12 to 15 cents per individual	Esthetic consideration	
(Note—Marketing to be done in each case by girls.)	Meals for different seasons and occasions	
	Preparation and serving of meals	
	Styles of service	

<i>Technical Work</i>	<i>Subject Matter</i>	<i>Correlation</i>
Plan meals with special reference to economy of time, labor and fuel	Accepted rules for service Table etiquette	
Plan, prepare and pack luncheons for school child, laboring man; also picnic lunch	Plan of work as to economy of time, labor and fuel	
Preparing of meals for public occasions		
Sandwich making		
Plan for reception		
Reception to townspeople		
Reports on meals prepared at home		

CAMP COOKERY, TWO WEEKS

Camp breads	Camp menus
Camp vegetables, prepared in class	Camp equipment
Camp meats (mulligans and stews)	
Camp desserts, prepared in class	
Preparation of camp supper out in the open	
Picnic salads	
Prepare picnic lunch, paid for by the girls	
Prepare class picnic lunch, expense paid by class	
In groups of two, plan and prepare lunch for two from materials furnished for practical examination	
Cleaning laboratories—lessons to be distributed throughout the course	

HOUSEHOLD SCIENCE—FOURTH SEMESTER

Home Hygiene, Child Care and Home Nursing

Periods, 45 minutes daily, four times per week; 90 minutes one time per week

I. CARE OF THE CHILD

The Child—General considerations—

- The rights of the child.
- Parenthood—the greatest of all human responsibilities.
- The state and the child.
- State and federal organizations working for the child.

Birth Registration—

- Importance of complete and accurate registration of vital statistics.
- Significant facts shown by statistics.
- Show blank birth certificate to class.

Prenatal Care (Brief)—

- Statistics showing need for care during prenatal period.
- Prenatal development of child.
- Reproduction:
 - In plants.
 - In animals.
- Care of the mother:
 - Clothing.
 - Diet.
 - Sufficient rest and recreation.
- Duration of pregnancy.

The Nursery Period—

- Importance of breast feeding whenever possible.
- The mother's diet and general hygiene.
- Nursing schedule.
- Supplementary feedings.
- Time for weaning.

Substitutes for Mother's Milk—

- Cow's milk and proprietary foods.
- Comparison of mother's milk and cow's milk.
- Composition of various much advertised baby foods.

Artificial Feeding of the Infant—

- The modification of milk.
- Equipment needed.
- Importance of good milk.
- Feeding schedule.

Feeding Up to Two Years—

- Additional food before weaning.
- Rules to follow in feeding the young child.
- Desirable foods and forms in which to serve them.

Infant Care—General Hygiene—

- Bathing the baby.
- Equipment.
- Temperature of room.
- Temperature of water.
- Benefits of cool splash.
- Care of mouth, eyes, nose, ears, scalp, genital organs.

Habit Formation in Childhood—

- Training in control of rectum and bladder.
- Thumb sucking and pacifiers.
- The "spoiled" baby.

Infant Care—Clothing—

- The baby's layette:
 - List of necessary garments.
 - Discussion of suitable materials for various garments.
 - Care of the clothing.
 - Laundering of diapers.
 - Use of shirt and stocking forms.

Exercise for the Baby—

- Importance of loose clothing.
- The exercise pen.
- Baby carriages.
 - Points to consider in purchasing.

Sleep in Childhood—

- Importance of sufficient sleep.
- Place for sleep.
- Amount necessary at different ages.
- Usual causes of disturbed sleep.

Care and Feeding of the Preschool Child—

- Study of desirable and undesirable foods.
- Importance of regularity.
- Need for water.

Normal Physical Growth and Development in Childhood—

- Importance of regular weighings and measurings, with record of same.
- Differences between child and adult.

The Teeth—

- Time of eruption.
- Care of milk teeth.
 - Influence of mother's diet in prenatal period.
 - Necessity for mastication.
 - Dental care
- Care of the permanent teeth.

Nutrition of the School Child—

- Necessity of hot school lunches in many localities.
- Symptoms of malnutrition.

The Value of Play in Childhood—

- Importance in physical, mental and moral development of the child.
- The playground movement.
- Types of play for different periods.
- Toys and games.
 - History.
 - Those suitable for various ages.

Nursery Emergencies—

The crying, fretful baby.

Reasons.

Vomiting.

Treatment.

Diarrhoea.

Summer care of babies.

Colic.

Constipation.

Swallowing of foreign bodies.

Foreign bodies in ear.

Foreign bodies in eye.

Foreign bodies in nose.

Children's Diseases—

General consideration of ill children.

High temperature, etc.

Teaching of child not to fear doctor.

Teaching of child to gargle, show tongue, etc.

Diseases due to faulty nutrition, rickets, etc.

STUDENT'S REFERENCES

Mrs. Max West—Prenatal care, infant care, and child care.—Children's Bureau.

Save the Youngest—Children's Bureau.

Standards of Child Welfare—Children's Bureau, Publication No. 60.

Rose—Feeding the Family.

Holt—Care and Feeding of Children.

Kenyon—Simple Lessons on the Physical Care of the Baby.—Teacher's College, Columbia University.

Red Cross Text—Home Care of the Sick.

Mendenhall—Milk, the Indispensable Food for Children.

Hunt—Food for Young Children.—Farmers Bulletin No. 717.

Hunt—School Lunches.—Farmers Bulletin No. 712.

Tweddell—How to Take Care of the Baby.

ADDITIONAL REFERENCES FOR TEACHER

Grullee—Infant Feeding.

Holt—Diseases of Infancy.

Ravenhill—Child Life—Its Development and Care.

Forsythe—Children in Health and Disease.

Belts—Fathers and Mothers.

Terman—Hygiene of the School Child.

Comstock—The Mothercraft Manual.

Read—The Manual of Mothercraft.

Drummond—The Child—His Nature and Nurture.

Guyer—Being Well Born.

Roberts—What Is Malnutrition?—Children's Bureau, Publication No. 59.

Emerson—Articles in Woman's Home Companion, beginning August, 1919.

Wood—Children's Play.

Sadler—The Mother and Child.

Slemons—The Prospective Mother.

II. HOME NURSING AND HYGIENE

Opening Lecture—

Give lecture on aim of course.

The position that nursing and health has attained in the education of today.

Importance of personal hygiene.

The Nurse—

Personal appearance as to dress, hair, shoes, care of hands.

Disposition.

Care of health.

Other qualifications that should be cultivated.

Keen observation very important.

Selection of sick room as to location, ventilation, light, walls, floors, rugs, furniture, etc.

General care of sick room.
General management during illness.
Selection of bed—position in room.
Selection of pillow, blankets, sheets and spread.

Bed Making—

To make a closed bed.
To make an open bed.
To strip and air a bed.
To make a bed with patient in it.
To make a fracture bed.
To make an ether bed.

The Care and Comfort of the Patient—

To lift patient—give and remove pillows.
To put in bed rest.
Improvising and using bedside tables.
Changing and turning of mattress.
To assist at a physical examination.
To prevent and care for bed sores.
Giving and removing of bed pans.

Baths—Cleansing and Therapeutic—

Demonstration of a sponge bath for cleanliness.
Demonstration of a foot bath in bed.
Demonstration of alcohol rub.
Demonstration of cold and hot packs.
Special baths.
Care of patient's hair—combing, washing.
Care of mouth, teeth and nails.
Demonstration of brushing teeth.

Nightgown—

Practice in changing nightgowns.

Symptoms of Illness—

Relationship of symptoms.
Objective and subjective symptoms.
Importance of recognizing symptoms.
Meaning of more common symptoms.

Temperature, Pulse and Respiration—

Practice in use of clinical thermometer.
Practice in taking pulse.
Practice in counting respiration.

Counter Irritants—

Local applications—moist—dry.
Applications of cold and heat.
Compresses—stupes—poultices.
How to fill a hot water bag.
How to fill an ice bag.

Enemata—Douches—Catheterization—

Demonstrations in giving each.
Functions of the urinary organs.
Giving of lavage and gavage.

The Administration of Medicines—

Different methods used.
Inhalation—croup tents.
Hypodermic injection.
Inunction—suppositories.
The family medicine cupboard.

Emergencies—

General first aid measures.
Care of the injured.
Fractures—practice in application of temporary splints.
Immediate care of wounds.
Preparations of hands and dressings.
Foreign bodies in eye, ear, nose and throat.
Burns—classification and treatment.
Hemorrhage—methods of controlling.
Demonstrations of each.

Treatment for nose bleed, etc.
 Care of persons who have fainted.
 Artificial respiration—demonstration and practice.
 Sunstroke and heat exhaustion.
 Methods of lifting and carrying.
 Bites, stings, etc.

Bandaging—

The fundamental bandages.
 The triangular bandage for emergencies.
 Rules for bandaging.
 Practice in the application of the various bandages—finger, hand, arm, eye, head, foot, etc.
 Splints and extensions explained.

Communicable Diseases—

Conditions predisposing to infection.
 Sources of infection—portals of entry and exit.
 Care and isolation in the home.
 Preparation of patient and nurse for release from quarantine.

Trip to a Hospital—

STUDENT'S REFERENCES

Cook—Life of Florence Nightingale.
 Galbraith—Hygiene and Physical Culture.
 Maxwell and Pope—Practical Nursing.
 Delano—American Red Cross, Textbook on Home Hygiene and Care of Sick.

ADDITIONAL REFERENCES FOR TEACHER

Butler, G. R.—Emergency Notes.
 Morrow, Albert—Immediate Care of the Injured.
 Councilman—Disease and Its Causes.
 Aiken—Handbook of Home Nursing.
 Maxwell and Pope—Practical Nursing.
 Wilson, J. C.—Fever Nursing.
 Paul, Geo. P.—Nursing in Acute Infectious Diseases.
 Sanders, Georginan—Modern Methods in Nursing.
 Abbott, A. C.—Principles of Bacteriology.
 Abbott, A. C.—Hygiene of Transmissible Diseases.
 Chapping, C. V.—Sources and Modes of Infection.
 Roseman—Preventive
 Roseman—Disinfection and Disinfectants.
 Cavanaugh, Francis—Care of the Body.
 Pyle, Walter—Manual of Personal Hygiene.
 Doris, G. S.—Principles and Practice of Bandaging.
 Cooking laboratory which parallels this course should consist of a well rounded course in the preparation of food for children and invalids.

HOUSEHOLD SCIENCE—FOURTH SEMESTER

Cafeteria Cookery

(Junior or Senior Year)

Periods, 90 minutes daily

This course is offered solely for the purpose of giving the girl training in quantity cookery; in planning for varying numbers of people to be served, and in the daily planning of meals so as to give variety, to furnish correct combinations of foods, and to utilize foods in season and leftovers. At no time should the course be so given as to exploit student labor, or to serve merely as a means of supporting the cafeteria.

QUANTITY COOKERY

<i>Technical Work</i>	<i>Subject Matter</i>	<i>Correlation</i>
Planning simple menus for school cafeteria	Food requirements of the school child that should be met by the cafeteria	
Recipes enlarged to meet requirements of number served, detailed cost of recipe worked out, and cost per individual service	Types of food suitable for school child that should be met by the cafeteria	
Making of market order	Types of food suitable for school cafeteria service	
Planning of laboratory work to secure best result with expenditure of least time and energy	Use of seasonable economic foods	
Preparation and serving of cafeteria lunches	Utilization of leftovers	

USE OF SEASONABLE FOODS

<i>Technical Work</i>	<i>Subject Matter</i>	<i>Correlation</i>
Visit markets	Perishable foods found on market at different seasons	Art Instruction
Note vegetables as they appear and disappear on the market	Use of new food products	
Observe new food products as they are put upon the market	New uses of everyday products	
Preparation of dishes using these products	Menu making with special emphasis upon planning meals for time of year when variety is hard to secure	
Planning of meals using products prepared		
Display of foods so prepared with suggested menus for their use		
Individual members of class note recipes appearing in print and bring to class for preparation those deemed worthy of trial, judged according to developed flavors, combination, attractiveness, etc.		

It is suggested that the class be divided into two sections, thus alternating laboratory and recitation work. After the first two or three weeks of course two days each week will probably suffice for the planning of the succeeding weeks' cafeteria work, after which remaining days of the week should be spent as suggested in experimental cookery.

House Management (Junior or Senior Year)

Periods, 90 minutes daily

<i>Technical Work</i>	<i>Subject Matter</i>	<i>Correlation</i>
	The scope of household arts	Mathematics
	The purpose of household arts	Physics
	Analysis of the household; functions of the home	Art
	Responsibility of the home maker; as housekeeper; as home maker	Physiology
	Needs of the family:	Physiography
	1. Shelter	Hygiene
	2. Food	Sanitation
	3. Clothing	
	4. Cost of operating	
	5. Advancement	
	6. Savings	
Investigate salaries or wages received by various classes of wage earners—clerks, teachers, business men, doctors, carpenters, etc.	The family income:	
	1. Consists of: Wages, investment; productive labor; use income; good management	
	2. Methods used for its division:	
	a. Doling method	
	b. Allowance and its variations	
	c. The budget	
Personal clothing budget (include last year's, this year's and next year's)	The efficient home:	
	1. Meaning—a house which satisfies the family needs	
	2. The budget—the means of providing for the family needs	
	The budget varies with the needs and ideals of the family	

<i>Technical Work</i>	<i>Subject Matter</i>	<i>Correlation</i>
Personal budget work on basis of family income	Generalizations which help in estimating individual budgets 3. Responsibilities of the home maker: Care of house Preparation of meals Purchase, construction and care of clothing Training of children Home management: Family budget Purchase of supplies Household accounts Training of family Care of sick Typical division for all incomes: Food—All food, including meals taken away from home Shelter, rent, property taxes, fire insurance, water taxes, etc. Clothing, including repairs, mending supplies, dressmaker, etc. Operating—Light, heat, telephone, laundry, services of all kinds, house furnishings, labor saving devices Savings, including property, life insurance, saving accounts, bonds, etc. Advancement—Education, music, books, church, etc. Account keeping: Practical methods: a. Book system b. Set of cards Balancing accounts Advantage of paying by check Home life: Family ideals and standards of living Physical, moral and spiritual welfare of the family Culture and education Hospitality Civic responsibility	

PLANNING AND FURNISHING A HOME

Family problems—	Selection of the home:
Problem 1:	Site:
Choose lot; consider price	Locality:
Write descriptions of lot and give reasons for your choice	a. Neighborhood, class of people; types of houses
Exterior view, showing type of house	b. Nearness to church; nearness to neighbors
Rough floor plans of house on cross section paper	c. Nearness to school of choice
Visit a number of homes if possible	d. Proximity to factories, garbage disposal, etc.
	e. Convenience to car line and work
	f. Sewer connections
	g. Water supply
	h. Local taxes
	i. Streets and pavement improvements
	Lot itself:
	a. Drainage
	b. View
	c. Slope
	d. Exposure
	e. Soil
	f. Shape
	g. Clear title; back taxes
Rough room plans showing arrangement of furniture living room, kitchen, bedroom	

<i>Technical Work</i>	<i>Subject Matter</i>	<i>Correlation</i>
Illustrations of good or bad taste	Interior considerations:	
Visits to shops for prices on furnishings; consult catalogues, etc.	a. Number of rooms; size arrangements	
	b. Exposure, sunshine	
	c. Window space, ventilation	
	d. Lighting	
	e. Heating	
	f. Plumbing	
	g. Shape of rooms—possibility of decorating	
Problem II: Annual income of \$1,200	Interior decorations:	
	Wall and floor coverings, considering sanitation, durability, utility, beauty and color harmony	
Buy lot, build cottage or bungalow and furnish as completely as practicable the first year	Furnishings:	
	Living room	
	Dining room	
	Kitchen	
	Hall	
	Bath	
	Bedrooms	
Typical budgets (mother, father and three children under 14 years, for incomes ranging from \$600 to \$2,400)	Points to consider in arrangements:	
	1. Symmetry	
	2. Harmony—of use; of color	
	3. Balance	
	4. Practical or esthetic use	
	5. Simplicity	
	6. Unity	
	7. Atmosphere	
	Special consideration:	
	1. Good design in furniture	
	2. Decorative treatment of windows	
	3. Domestic rugs and carpets	
	4. Pictures in the home	
	5. Artificial lighting	
	6. Fireplace	
	7. Labor saving kitchen	
	8. Books in the home	

FURNISHING GIRL'S BEDROOM

Selection of material for sheets and pillow cases	Make dresser set of linen, dimity or creton
Submit an original problem in decoration	Bedroom linens and decorations
(Note—This may be done in art department)	Neatness and cleanliness in bedroom

HOUSEHOLD ART—FIRST SEMESTER

Periods, 90 minutes daily

<i>Technical Work</i>	<i>Subject Matter</i>	<i>Correlation</i>
Review of stitches, seams and fastenings	Study of equipment in sewing	Geography
Microscopic and physical examination of cotton and linen fibers	Location and furnishings of sewing room	Botany
Collection and comparison of samples	Selection of equipment to conserve health and time of work	Economics
Note width and cost	Study of cotton	Art
	Importance, where grown; varieties; importance in United States; cotton culture; growing; shipping; cotton manufacture; finishing; common cotton materials every girl should know; cotton by-products	
	Cost of outfit	
	True economy in buying	

UNDERWEAR

<i>Technical Work</i>	<i>Subject Matter</i>	<i>Correlation</i>
Making a suit of underwear	Points to be considered in selection of materials	Art
Care of sewing machine, etc.	Discussion of styles as to beauty, utility and health	Economics
Making a combination undergarment or teddy bear	Relative value of trimmings	Chemistry
Commercial pattern	Selection of designs	
Seam finishes	Materials and trimming suitable for underwear; appreciation of nice underwear and sense of refinement which its wearing tends to give; ready-made underwear v. home made; conditions under which much ready-made underwear is manufactured; corsets and their proper adjustment; care of corsets; kinds of corsets young girls should wear; care of underwear; amount and cost of underwear for a school girl for a year	
Neck and armseye finish	Repairing of underwear	
Suitable hems or bias facing	Proper mending	
Buttonholes; sewing on buttons	Selection of hosiery	
Sewing on lace	Laundrying	
Simple decoration as featherstitch		
Problem of box plait closing in corset cover, and placket in drawers will be brought in		
Mending underwear:		
Patching, hemmed or overhand patch; mend lace; mend embroidery; articles brought from home; washing before mending emphasized		
Darning of stocking		

PETTICOAT (DRAFTED PATTERN)

Draft pattern and make variations	Design as related to line and proportion
Cutting, fitting	Design as related to utility, beauty and health
Suitable seams, plackets, putting on belts, hanging skirt and hems	Selection of material
Making flounce	Economy of material
Use of machine attachments, as tucker, ruffler, and setting in lace; methods of finishing flounce at top	Straight line drafting
	Method of finishing
	Hygiene of skirts

MAKING MIDDY BLOUSE

(Commercial Pattern)

Alteration of pattern	Discussion of commercial patterns	Art
Trimming (individual problem)	Individuality in dress	History
	Proper use of negligee garments	Mathematics
		Chemistry
		Physics

HOUSEHOLD ART—SECOND SEMESTER

Periods, 90 minutes daily

<i>Technical Work</i>	<i>Subject Matter</i>	<i>Correlation</i>
Continue comparison of cotton and linen fibers	Study of linen	Geography
Selection and hemming of table linen, etc.	History, where grown, varieties; flax culture; flax by-products; finishing of linen; uses of linen yarn; common linen, materials every girl should know; linen by-products; simple tests for determining cotton and linen	Chemistry
Mending table linen	Value of knowledge of fibers to purchaser	Art
	Methods of adulteration	
	Need of textile legislation	
	Laundrying household linens	

<i>Technical Work</i>	COTTON DRESS	<i>Subject Matter</i>	<i>Correlation</i>
Materials: gingham; percale; lawn; dimity Pattern: commercial or drafted Processes: Proper design for simple cotton dress; intelligent interpretation of pattern; estimation of material; shrinkage of material; economical cutting; fitting; finishing seams; simple decoration Collect samples of embroidery Collect and combine fabrics suitable for simple wash dresses Make an original design or the adaptation of a selected design Drafting pattern or adapting commercial	Purpose, durability, relative cost, good taste Design as related to line and proportion Design as related to beauty, utility and health Principle of color, line and proportion Application of principle to design of dress Suitability of design as related to utility, comfort, and time spent in laundering Selection of material Economy, material Study of commercial patterns Commercial v. drafted patterns Discussion of principles of art in color and design as applied to needlework; how to alter patterns for individual figures; materials and designs suitable for wash dresses; also trimmings; suitable clothing for young children Comparison of costumes of other periods of history		
Microscopic, chemical and physical examination of wool and silk fabrics Note width and cost	WOOL DRESS Study of wool Importance; history; where grown; varieties; wool culture; marketing; manufacture; dyeing; finishing woollen fabrics; common woollen and worsted materials; care of woollen materials; storage; simple tests to determine adulterations Review of principles of color in relation to human coloring and form Suitability of clothing to different occasions Selection of materials Dress accessories Ornamentation v. decoration Influence of color upon individuals Discussion of textile legislation Manufacture of yarns Woollen and worsted clothing		
HYGIENE OF WOOL CLOTHING			
Draft or commercial pattern Processes: Taking measurements; cutting pattern materials suitable for wool skirt; estimation of material; shrinkage of material; economical cutting Adaption of commercial pattern Make cambric pattern of skirt and waist Fitting and alteration of patterns Selection of material: Basting; fitting; pressing; bind seams; placket facing; fastenings; hang skirt; finish at waist line; finish at bottom Pressing and finishing of skirt Fitting; stitching seams; pressing; binding seams; front finishes; make sleeves; put in sleeves; finish neck; finish waist line; put on fastenings—may be joined to skirt	Woollen and worsted clothing: School dress; styles suitable for school dress; renovating materials to be made over; estimation of material; efficiency in work; necessity for careful pressing in making woollen garments; seam finishes suitable for woollen garments; necessity for shrinking woollen material; simple tests to detect adulterations in woollen material; care of woollens; storage of woollens How to fit a waist; importance in basting sleeves correctly; finish of sleeves; finish of arm's eye; finish of neck and waist line; design suitable for school dresses; care of woollen clothes; appropriateness of accessories to dress; appropriateness of dress to occasion	Mathematics Art Chemistry History	
RENOVATING WOOL DRESS			
Clean, renovate and press wool garment as an old skirt	Sponging, laundering and pressing wool materials		

HOUSEHOLD ART—THIRD SEMESTER

(Either semester of senior year)

Periods, 90 minutes daily

MILLINERY—SIX WEEKS

<i>Technical Work</i>	<i>Subject Matter</i>	<i>Correlation</i>
Spring work:	Studying hat designs	Art
1. Practice hat (wire), learn methods of making and covering, stitches, etc.	Adaptation of hat to wearer	History
2. Cover buckram commercial frame with braid and fabric	Color and textile combination	Mathematics
3. Freshening old flowers and trimmings—teacher must do most of this to get results	Various hat foundations and their treatment	Economics
4. Hat linings can be taken up on first problem	Hat trimmings	
5. Making flowers—ribbon, piece material	Economy in hats:	
6. Some work with wire, one-half size hat	Economy and utilization of old materials; development of resourcefulness; study of line in relation to face and figure; good taste in hats; color best for different types; comparison with ready-trimmed hats; suitability of style to age; production of millinery materials—responsibility of women in production	
7. Trimming a hat—teacher must do most of work to get results (Girls of high school age can not trim but they can gain much by seeing it done so that teacher can trim up some models)	Where desirable and practical, millinery may be included to give further development of skill and judgment in selection of clothing	
Fall work:	Criticism of prevailing styles	
1. Practice hat—buckram, etc.		
2. Cover buckram frame—velvet		
3. Freshening old flowers and trimmings		
4. Flowers		
5. Some work with wire (These practice hats can be one-half size and expense will be saved. The girl would have one hat that she could wear and a knowledge of several that she could make afterwards)		

SILK BLOUSE OR LINGERIE DRESS—TEN WEEKS

Microscopic, chemical and physical examination of silk fibers	Silk Blouse	
Test for adulteration	Study of silk:	Art
Collection and test of silk samples	Importance; history; where grown; varieties; silk culture; manufacture; silk dyeing and finishing; weighting; common silk; materials; artificial silk fibers	History
Selection of material	Blouse designs	Mathematics
Selection of design	Color combinations	Chemistry
Cutting and fitting cambric pattern	Decorations	Physics
Fitting, making and finishing	Economy in cutting	
	Lingerie Dress	
Processes: Same as for cotton dress of first year except that the design should be more original and there should be hand work in trimming	Lingerie materials	Art
List of clothing for school girl for a year:	Designs for lingerie	Mathematics
1. Articles	Lace industry	
2. Materials	Study real and machine made lace	
3. Price	Ribbons and girdles	
4. Where to reduce extravagance	Ribbon bow making	
5. Chart showing articles with samples of materials and prices	Graduating dress—cost limited—white material—lawn, dimity, organdy	
	Thought emphasized: Good taste in dress; suitable materials; design carefully chosen; costume design a commendable vocation; comparison of home-made with ready-made dresses; study of sweatshop labor; cultivation of right spirit in graduation dress; simple accessories to dress; care of white dresses	

PERSONAL TOILET ARTICLES—TWO WEEKS

<i>Technical Work</i>	<i>Subject Matter</i>	<i>Correlation</i>
Cleaning and care of toilet articles, e. g., brushes, combs, etc.	Personal hygiene	Hygiene
Manicuring nails	Care of nails, hair, teeth, face and body	Sanitation
Testing toilet soap	Study beneficial and harmful toilet preparations	Chemistry
Make set of towels and cloth	Types of toweling	

SUGGESTED HIGH SCHOOL REFERENCE LIBRARY

	Approximate Cost
Taber—The Business of the Household	\$2.00
Balderston—Housewifery	2.00
Baldt—Clothing for Women	2.00
Broadhurst—Home and Community Hygiene	2.00
Rose—Feeding the Family	2.00
Rolfe—Interior Decoration for the Small Home	1.25
Izor—Costume Design and House Planning	1.00
Farmer—Cook Book	1.80
Lippitt—Personal Hygiene and Home Nursing	1.28
Wellman—Food Study	1.10
Greer—Textbook of Cookery	1.25
Kinne & Cooley—Shelter and Clothing	1.20
Kinne & Cooley—Foods and Household Management	1.20
Van Renssalaer, Rose, Cannon—Manual of Homemaking	2.25
McGowan & Waite—Textiles and Clothing	1.40
Turner—Story of Fabrics	1.75
Smith, J. Russel—Industrial and Commercial Geography	4.00
Daniels—The Furnishing of a Modest Home	1.25
Holt—Care and Feeding of Children	1.25
Cooley & Spohr—Household Arts for Home and School (2 vols.)	3.20
Willard & Gillette—Dietetics for High Schools	1.40
Frederick—Household Engineering	1.75
Olsen—Pure Foods	1.32
Wollman—Clothing, Choice, Care, Cost	2.50

ADOPTED TEXTS FOR HIGH SCHOOLS

SUBJECT, AUTHOR AND TITLE	Date of Copyright	Price Exchange	Introduc- tion Price	Retail Price	Publisher
AGRICULTURE— Waters: Essentials of Agriculture	1915	\$1.12	\$1.40	\$1.40	Ginn & Co.
CIVICS— Reed: Form and Functions of American Government	1916	1.28	1.60	1.60	World Book Co.
BOOKKEEPING— Miner & Elwell: Principles of Bookkeeping, Introductory course	1918	1.04	1.30	1.30	Ginn & Co.
Miner & Elwell: Principles of Bookkeeping, intermediate course	1918	.48	.60	.60	Ginn & Co.
Miner & Elwell: Principles of Bookkeeping, advanced course	1918	.64	.80	.80	Ginn & Co.
STENOGRAPHY— Gregg: Shorthand Manual	1916	.75	1.50	1.50	The Gregg Pub. Co.
Gregg: Speed Studies	1917	.56	1.00	1.00	The Gregg Pub. Co.
TYPEWRITING— Rational Typewriting (rev. edition)	1916	.50	1.00	1.00	The Gregg Pub. Co.
ENGLISH COMPOSITION— Clippinger: Written and Spoken English	1917	.89	1.28	1.28	Silver, Burdett & Co.
Ward: Sentence and Theme	1917	.88	.86	.86	Scott, Foresman & Co.
Greever & Jones: Century Handbook of Writing	1918	.48	.80	.80	The Century Co.
Recommended for teachers: Ward: What Is English .....	.....	.....	.....	.....	Scott, Foresman & Co.
Sheridan: Speaking and Writing English .....	.....	.....	.....	.....	Benj. H. Sanborn & Co.
Mahoney: Standards in English (conditioned that publisher will contract to furnish at list price, not being on proposal) .....	.....	.....	.....	.....	World Book Co.
ENGLISH LITERATURE— Long: English Literature	1909	1.18	1.48	1.48	Ginn & Co.
AMERICAN LITERATURE— Payne: American Literary Readings with Introduction to History of American Literature	1917-18	1.50	2.00	2.00	Rand, McNally & Co.
FRENCH— The New Chardonnel French Course	1916	1.00	1.25	1.25	Allyn & Bacon
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